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ABSTRACT

This is the guide to the student texts which deals with world cultures and their relationship to health and environment. Each lesson plan presents: (1) a synopsis of the lesson; (2) objectives; (3) necessary supplies for teaching the lesson; (4) segments covered in the student text; (5) suggested teaching procedures; (6) assignments to be made to the students; and (7) appropriate handouts. (RE)

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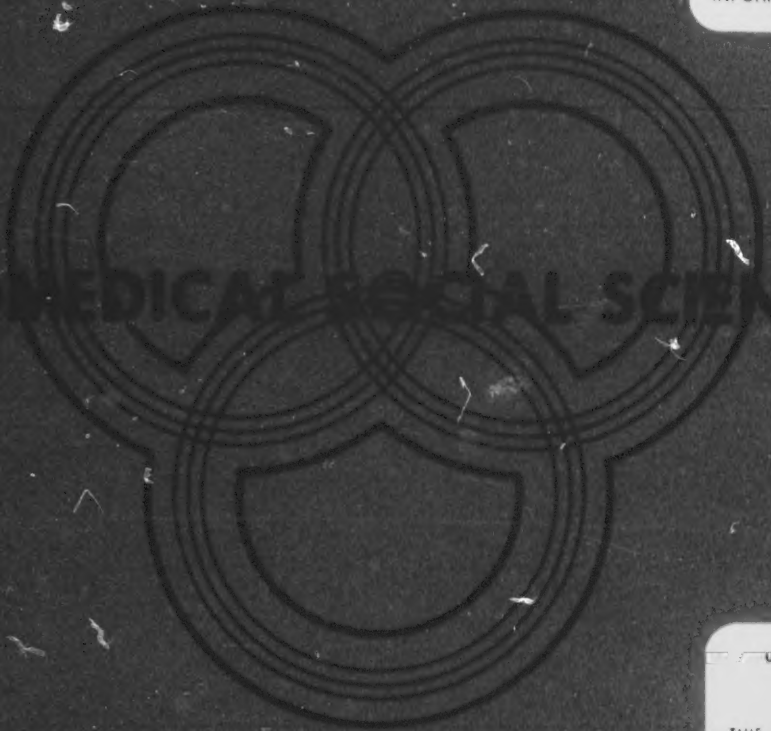

BIOMEDICAL SOCIAL SCIENCE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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UNIT II

HEALTH, CULTURE AND ENVIRONMENT

INSTRUCTOR'S MANUAL

SE 027 095

BIOMEDICAL SOCIAL SCIENCE

UNIT II

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INSTRUCTOR'S MANUAL

REVISED VERSON, 1975

THE BIOMEDICAL INTERDISCIPLINARY CURRICULUM PROJECT

SUPPORTED BY THE NATIONAL SCIENCE FOUNDATION

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PREFATORY NOTE TO THE INSTRUCTOR

A. Rationale and Introduction: The central topic of this unit is culture and the relationship of culture to health. In many ways it is very different from the format of Unit I. The most obvious difference is that it contains three parts, and the second part has four different Student Texts. However, there are other important differences.

Throughout the unit you and your students will discover that many questions remain unanswered. Sepculation is important in this unit, as is mutual inquiry on the part of students and instructor. Extrapolation from data and generating tentative hypotheses are to be encouraged. This does not mean that reporting and generalizing are not important--they are also part of this unit. To practice reasoning, to analyze and evaluate evidence while suspending final judgment, and to relish being human are all important strategies to be followed.

Making connections is terribly important. No effort should be spared in helping students perceive and understand the intricate interrelationships among humans, behaviors and beliefs, culture, systems and health. Many of these are not spelled out in the Student Text or in this Instructor's Manual. This unit is literally a teaching and learning unit. Most teachers, like the persons who prepared these lessons, cannot help learning from the unit. In reality, teaching and learning are overlapping domains.

In keeping with this teaching and learning approach, many lessons include more materials than one student will likely read. It is expected that all materials will be read, but by different students. The result should be enriched discussions as students react to different experiences. Reading is one method of knowledge acquisition; it is not the only one. In this unit are many photographs; some are accompanied by questions and others are not. Reactions to photos, to the visual experience of seeing aspects of cultures, is another way of knowing about culture. Also in this unit are several simulations and activities. These too can add to one's knowledge through experience. It is the combination of these ways of looking at cultures that characterizes the pedagogical format of Unit II.

Why is culture the topic of this unit? Remember that Unit I served as an introduction to the two-year Biomedical Social Science course. This unit is the first "content" unit of the course. By starting with the topic of culture and health in selected cultural areas, students should develop skills and perspectives needed for looking at culture and health in a large and complex cultural area--the United States. That will be the topic of the next unit. Unit II attempts to offer students a sense of the rich variety of cultural patterns that characterize humankind. In Unit III this variety will be examined as it appears in the United States.

B. Outline of the Unit: Here are some specifics for each part of Unit II.

1. Lessons 1-17: These lessons constitute preparation for the second part of the unit. In this first part students examine several aspects of culture generally (but with reference to specific cultures). Beginning with speculation about personality and culture (Lessons 1 and 2) students move to an examination of attitudes in the next seven lessons. Lessons 3-5 are about ethnocentrism, Lesson 6 explores the relationship of attitudes (including ethnocentric attitudes) to behavior, Lesson 7 illustrates some consequences of the conflict between attitudes from two different cultures, Lesson 8 continues this theme with an examination of perspectives and perceptions, and Lesson 9 is about two other types of attitudes: values and preferences.

Beginning with Lesson 10, students encounter other aspects of culture, including language (Lesson 10), work and play (Lessons 11-13), geography (Lesson 14), technology (Lesson 15) and cultural change (Lesson 16). In Lesson 17 preparations are made for the second part of this unit, which consists of small group work in the analysis of cultures.

2. Lessons 18-37: In these twenty lessons students will be working in one of four groups. Each student has a text containing materials relating to one or more cultures (an Afghanistani village, Africa, Southeast Asia, or cities in several cultures). All students have a set of questions for general guidance in using the materials. From time to time the class may meet together as one group presents to the others something it has studied, or conducts a simulation or other activity. In the last four lessons of this sequence each group will participate in some form of reporting on the culture or cultures it has studied. This is the most flexible part of the unit, and you may wish to spend more or less time than is suggested here.

Lesson 17 is a planning session for Lessons 18-37; you should read this lesson as soon as possible in preparation for the second part of this unit. It will answer some questions you may have on the unit.

3. Lessons 38-40: There are no student text materials for these lessons, so no "Part III" is identified. However, these three lessons differ from the previous ones in that students are no longer involved in group study of selected cultures. Lessons 38 and 39 are based on the task of planning for a health center that is appropriate for all cultural areas studied in the second part of this unit. Students form new groups that include representatives of all the original groups. An important feature of these lessons is that they require students to draw upon their knowledge from both Unit I and Unit II of Biomedical Science; you will benefit from the assistance of your colleague in Science in conducting these lessons. The last lesson in this unit is a summary of what students know about aspects of cultures both generally and specifically in reference to cultures they have studied.

C. Lessons Requiring Advance Planning: Some lessons have unique requirements that you should be alert to far in advance. They are the following.

Lesson 6: A simulation requires the preparation of "chips" from construction paper, and the arrangement of students for the simulation.

Lessons 11-13: Three games are suggested. Some require the preparation of materials, and one requires the acquisition of gym or field space. You should read these lessons before you begin the unit.

Lesson 17: This is a planning lesson and should be read several days in advance.

Lessons 18-33: These are the lessons in which groups are conducting research. The most important preparation for these lessons is that which you and the class do together in Lesson 17. However, other preparations will be required for some of the activities that groups will want to carry out during this sequence. To get an idea of what needs to be done, you should survey (1) the Suggested Teaching Procedures for Lessons 18-37 and (2) the materials in all four versions of Unit II Student Text, Part Two.

Lessons 34-37: These are the days suggested for reporting the results of group work. A reading of Lesson 17 will help you prepare for these reports. It would be a great advantage if the Biomedical Science teacher could assist you in evaluation of these reports. For that matter, it would be helpful if the Biomedical Science teacher could assist the student groups as they attempt to answer those questions which are related to health and nutrition during Lessons 18-33.

Lessons 38-39: The topic of these lessons (designing a Western-style health center) is directly related to Biomedical Science. If at all possible you and your colleague in Science should cooperate in planning and teaching these lessons.

LESSON 1: INTRODUCTION TO CULTURE (PHOTOGRAPH ANALYSIS)

SYNOPSIS:

In this lesson students examine six color photos and discuss what they see in each photo. They then examine black and white photos in the Student Text and discuss those. The discussion brings student perceptions of the photos to a consideration of the term "culture," and a tentative definition of the term is sought.

OBJECTIVES:

Through analyses of photographs the student will identify traits held in common by human beings.

The student will provide a tentative definition of the term "culture."

SUPPLIES:

Eighteen color photographs (six views, three copies of each):

Lesson 1, Photo 1: Boys at Aq Kupruk, Afghanistan
Lesson 1, Photo 2: Buddhist Monks at Angkor Wat, Cambodia
Lesson 1, Photo 3: Women and Child on Malaysian River Bank
Lesson 1, Photo 4: Marketplace in Tema, Ghana
Lesson 1, Photo 5: Student Art from Singapore
Lesson 1, Photo 6: Amish Man and Boy in the United States

Unit II Student Text, Part One (one per student)

STUDENT TEXT:

Faces
Faces of the Boran
Faces of Singapore
Faces of the Sahel
Reading: Culture and Personality
Delfin Incarnacion, a Cavite Farmer
Lee Kuan Yew of Singapore
Jeepneys by Sarao
Carol Leavitt: Single Parent Factory Worker
Pioneering Farmer Prince of Thailand: Sithiporn Kridakara
Ducks and Geese and Pigs for Bangkok
Filipina Entrepreneur

SUGGESTED TEACHING PROCEDURES:

A. Introduction to Unit II: You are the best judge of the most appropriate method for introducing this unit. Because the unit is based upon student encounters with materials other than regular text readings, it would be consistent with the intent of the materials to begin with little formal introduction. Early in the class period you should distribute the eighteen color photos around the class and let the students have time to examine them. Begin a very informal discussion of the photos and the concept of culture. Questions that may help focus the discussion are the following.

What do these photographs have in common?

What is the subject of these photographs?

Is culture found in any of these photographs?

B. Analysis of "Faces": When the preceding discussion has generated interest or confusion or both, distribute the Student Text and ask students to take a few moments to examine the four sets of photographs that begin the text. (Note: the Sahel is a semi-arid desert region of West Africa; the Boran are a people who live in Northern Kenya. Their land is harsh by our standards, but not as unpredictable or drought-plagued as the Sahel.)

The questions at the conclusion of the first set of photographs in the Student Text can be used for discussion. Other questions that may be of use are the following.

Can you make generalizations about another culture--or your own--on the basis of studying faces?

Look at the faces around you. Look at the faces in the pictures. Do they reflect the cultures they are in? How do you know?

What do facial expressions show? Do they express culture and one's role in it?

Are faces expressive of a culture? Can they hide aspects of a culture?

Are health conditions reflected in the photographs? How do you know?

What can you conclude about culture? How would you now define it?

Students will come in contact with the term "culture" many times in this unit, so it is not essential that they have a clear definition at this time. If you think it wise, you can provide a definition, or some students can investigate dictionary or textbook definitions for tomorrow's discussion. It is not necessary

to seek closure for this lesson. All that is intended is that students begin to consider the concept of culture and develop interest in pursuing the subject further.

ASSIGNMENT:

Lesson 2 includes discussion of a short statement in the Student Text ("Culture and Personality") and seven personality sketches. The latter are listed under Student Text in this lesson. Each student should read "Culture and Personality" and one or more of the seven sketches.

HANDOUTS NOT REPRODUCED IN THE INSTRUCTOR'S MANUAL:

Eighteen color photographs, three copies of each of six views.

LESSON 2: PERSONALITY AND CULTURE

SYNOPSIS:

This lesson consists entirely of a discussion of the assignment. Since there are eight readings and each student has read two or more, the discussion attempts to draw upon diverse impressions to construct a more refined definition of culture.

OBJECTIVES:

The student will explain how, in one instance he has read about, personality and culture are interrelated.

The student will offer a personal definition of the relationship between personality and health in culture.

The student will provide a definition of the term "culture."

STUDENT TEXT:

Reading: Culture: The Ideas We Live By

SUGGESTED TEACHING PROCEDURES:

A. Discussion of the Assignment: The Student Text reading, "Culture and Personality," which all students should have read, is background for the seven personality sketches that follow. You should emphasize students' impressions from the seven personality sketches rather than from the first reading. It may be the case that some sketches have not been selected by any students; if so, there is little point in trying to include information from those sketches in the discussion. The questions that follow the reading, "Culture and Personality," can serve as a starting point for the discussion. Answers will vary; students interpret the same sketch differently, and each sketch has only a few respondents. You should attempt to bring together the several interpretations on each question, working toward a more refined definition of culture.

ASSIGNMENT:

Assign the reading, "Culture: The Ideas We Live By," in the Student Text.

LESSONS 3 and 4: INTRODUCTION TO ETHNOCENTRISM

SYNOPSIS:

During the first day of this sequence students discuss culture, tying together the results of the first two days' discussions. They are then given a reading which depicts American culture as seen by an outsider, but they do not know that the culture is their own. A worksheet is completed in class. During the second day of this sequence the results of the worksheet are discussed. Students form pairs and identify positive and negative words in each paragraph of the reading. A discussion of ethnocentrism concludes the lesson.

OBJECTIVES:

The student will provide a revised definition of the term "culture."

The student will record reactions to a reading about his own culture which is disguised as a reading about an unknown culture.

The student will identify words which cause a positive or negative reaction in a description of a culture.

SUPPLIES:

Reading: Body Ritual among the Nacirema (one per student)

Worksheet: Practices of the Nacirema (one per student)

STUDENT TEXT:

Tell Them Apart

How To Tell Your Friends from the Japs

Education and Opportunity for Immigrants

SUGGESTED TEACHING PROCEDURES:

A. Introduction to the Lesson: Lesson 3 should begin with a discussion of the short homework reading assignment. At this point students have read enough to be able to advance a more refined definition of culture. You may want to use the chalkboard to work out an agreed-upon definition. However, you should spend only a few moments on this since the following activity will consume most of the class time.

B. Instructions for Classroom Activity: This lesson is intended to illustrate how "strange" a culture can seem to an outsider and how our initial judgment of "strangeness" can distort our perception of reality. The reading on the Nacirema is a description of American culture with words spelled backwards or synonyms substituted. To conduct this lesson you will need to keep the identity of the Nacirema from the students and play your role perfectly straight. The following are suggestions for conducting the inquiry; you may wish to modify these procedures to fit your class.

1. Distribute the reading, "Body Ritual Among the Nacirema," and explain that today the class will begin to look at beliefs and behaviors as an integrated part of culture.

2. Have each student read a paragraph of the monograph aloud. Allow no comments. Define words only (e.g., "ablution" is a ritual cleansing).

3. When you have finished the reading, distribute the worksheet, "Practices of the Nacirema." Have students answer questions 1 and 2. (Usually few students will have caught on.) Tell students that they can refer back to the reading for answers.

If time is short, you can collect the worksheets for use in the next class. Otherwise, you can begin the discussion of the results, carrying it over to the next day.

C. Analysis of Answers to Worksheet: Some students may have discovered the "trick" in the reading. Most will not. You may record some of the answers on the board or ask students to read aloud their responses to Question 2 of the worksheet. The correct answers are listed here.

a. charm box	medicine chest
b. herbalist	pharmacist
c. bundle of hog hairs (used in the mouth)	toothbrush
d. listener	psychiatrist
e. font (under the charm box)	wash basin
f. latipso	hospital
g. holy mouth man	dentist
h. vestal maiden (in a latipso)	nurse
i. the secret rituals taught to the young in the household shrine	toilet training
j. Nacirema	American

Students should begin to see how the use of certain words can affect their perception of a culture. Ask them to look at their responses to Question 1, and to identify some of the words they associated with Nacirema culture when they first read the description. (These will probably include primitive, magical, mystical,

superstitious, exotic, strange, wealthy, weird, etc.) These are loaded words, and students should see this point rather quickly.

D. Analysis of the Reading: Students should pair off for this task. Assign each pair a paragraph, 2 to 15. If you have more than 28 students some groups can be larger than two, or some pairs can duplicate the efforts of other pairs. Instruct students to circle the important words in their paragraph which cause them to react negatively toward the Nacirema and to underline the key words that provide a positive feeling toward the Nacirema. (Include repeated words.)

Give the students about five minutes to finish their task, then proceed with a class discussion. Provide a chalkboard record of the words the students identify as positive and negative.

Note: Have a column for negative words and a column for positive words on the chalkboard, with empty columns between the lists of words. You can then come back to the words and identify the cultural values which the students associate with the word.

Ask the students to offer reasons why they associated the word with a positive or negative feeling (i.e., what value judgments are involved). Ask if such loaded words as "potion," "medicine man," "barbarity" and "crudity" influenced them to assume that the Nacirema are inferior, superstitious and backward.

Ask the students if any other factors caused them to associate either negative or positive feelings with the Nacirema.

1. Figurative Language and the Lack of Explanations: Did the lack of clarifications for such terms as "ritual," "ethos," "rites" and "ceremony" lead students to assume that Nacirema behavior is influenced by mysterious, magical phenomena? Example: If you paraphrased paragraph 7, you would get something like the following:

> Beneath the medicine chest is a small wash basin. Each day every member of the family, in succession, enters the bathroom, bends down, turns on the hot and cold water taps, fills the bowl with warm water and briefly washes himself. The water comes from the reservoir and passes through a water purification plant where particles and bacteria are removed.

2. Exaggeration of Statements:

Example: Paragraph 5 states that:

> In this chest are kept the many charms and magical potions without which no native believes he could live.

E. Discussion of Ethnocentrism: The lesson should conclude with this discussion. Students have not yet encountered the word "ethnocentrism"; if no one knows it, this is a good point to introduce a definition. The class can then verify that the reading was written as if the author were an ethnocentric foreigner viewing American culture. He described natural, realistic and meaningful habits and customs in our culture, but he described them in language that Americans ordinarily use only in talking about other cultures. The result was a negative and inaccurate image of an almost primitive culture.

ASSIGNMENT:

Inform the class that they will see more examples of ethnocentrism. For the next class, they should read one or more of three selections in the Student Text: "Tell Them Apart," "How To Tell Your Friends from the Japs" and "Education and Opportunity for Immigrants." Each should be read with the idea that ethnocentrism is being investigated, and students should seek examples of ethnocentrism in each.

PAGES 11-14 "BODY RITUAL AMONG THE NACIREMA" DELETED PRIOR TO BEING SHIPPED TO EDRS FOR FILMING DUE TO COPYRIGHT RESTRICTIONS.

WORKSHEET: PRACTICES OF THE NACIREMA

1. How would you begin to describe the behavior patterns of the Nacirema people? List some adjectives which would best describe their behavior.

2. How would you define each cultural term below which is discussed in the reading? A one or two-word synonym for each term is sufficient.

a. charm box _____

b. herbalist _____

c. bundle of hog hairs (used in the mouth) _____

d. listener _____

e. font (under the charm box) _____

f. latipso _____

g. holy mouth man _____

h. vestal maiden (in a latipso) _____

i. the secret rituals taught to the young in household shrine _____

j. Nacirema _____

LESSON 5: ETHNOCENTRISM AND ATTITUDES

SYNOPSIS:

Students first discuss the reading assignment, then complete one of two activities that focus on attitudes. One requires the writing of a short story that describes attitudes toward a new student in your school; the other is an analysis of attitudes held by an official in China with regard to overpopulation. The results of each exercise form the basis for a discussion which may continue in the next lesson.

OBJECTIVES:

The student will identify the presence of ethnocentrism in one of three descriptive articles.

The student will complete an exercise by identifying and evaluating attitudes toward persons different from himself.

STUDENT TEXT:

Activity: Attitudes

SUGGESTED TEACHING PROCEDURES:

A. Discussion of Assignment: Each of the three homework readings has elements of ethnocentrism which students should be able to identify. The most obvious is the article from Time magazine. Students may see this as a reflection of the time in which it was written (just after the United States declared war upon Japan) but it can be used to question whether similar ethnocentric ideas are now being expressed by Americans about other people.

"Tell Them Apart" also relates to the time when this country was at war with Japan. However, it points to the fact that many Asian-Americans were mistreated because they were identified as Japanese. It can be used to indicate how ethnocentrism can be generalized to large numbers of people, and is not personalized or centered on individuals.

"Education and Opportunity for Immigrants" refers to ethnocentrism directed toward persons who do not represent (in the minds of the holders of ethnocentric attitudes) political enemies, but who do seem different from those in the majority. It is interesting to note that ethnocentrism is not always couched in negative terms; one can be ethnocentric merely by judging others by one's own standards. This may be more difficult for students to understand at first, but your questioning strategy should work toward this goal.

Because the next activity may consume most of the period, you should not spend too much time on this discussion. It is enough to encourage students to identify the presence of ethnocentrism in each of the readings. You may also want to ask: How ethnocentric are you? How ethnocentric is your culture? How prevalent would you expect ethnocentrism to be among persons in other cultures? These questions lead into the activity that follows.

B. Completion of the Activity: In the Student Text are two activities on the same page, under the title, "Attitudes." You may ask the entire class to do one of them, or you can divide the class. Students should complete the activities on a separate sheet of paper. Those students writing the short story may require more time, and you should attempt to limit this if possible.

C. Discussion of the Activities: The activities are very different, yet both illustrate attitudes that are ethnocentric. In the first activity students should see that other cultures have attitudes toward us just as we have toward them. The statement by the Chinese Vice-Minister of Health reflects a view of Western nations shared by many people in underdeveloped or developing areas of the world. While it is obviously emotional in its impact, it also makes specific charges that can be evaluated. The second activity is much more personal; it asks students to reflect on their own attitudes (or those of fellow students) toward a new and different student. By discussing each activity (if both were done) the class can identify similarities in attitudes toward other cultures. The discussion may include a reading of short stories, a reading of answers to the questions that follow the first activity, or both.

ASSIGNMENT:

There is no assignment for the next lesson. You may want to continue today's discussion, or ask students to complete the activities as an assignment.

LESSON 6: HOW ATTITUDES AFFECT BEHAVIOR

SYNOPSIS:

In this lesson students participate in an activity designed to illustrate that competition is an attitude many in our culture have acquired through socialization. Each student is seated opposite another student and has ten "chips" he can move. The moves students make will reveal whether they were competing or cooperating. The second half of the lesson is a discussion of the idea that attitudes (such as a valuing of competition) are a part of a culture.

OBJECTIVE:

The student will demonstrate, through his or her actions in the activity, attitudes toward cooperation and competition.

The student will provide examples of the presence of attitudes that are related to his or her culture.

SUPPLIES:

Paper chips with a standard mark on one side only (10 for each student, not supplied).

Instruction Sheet and Score Card: Changing Chips (one per student).

SUGGESTED TEACHING ACTIVITIES:

In this lesson students should be confronted with a situation in which they can compete or cooperate. Probably many of them will compete without being told to do so; this outcome will serve as the basis for discussion in the latter half of the lesson. THEREFORE IT IS VERY IMPORTANT THAT YOU NOT USE THE TERMS "COMPETITION" AND "COOPERATION" IN EXPLAINING THE ACTIVITY. Use neutral terms. For example, refer to the student sitting opposite another as "the other participant" rather than "your opponent."

A. The activity, entitled "Changing Chips," will require about half a class period to complete. (The second half will be spent in discussion of the results.) For this activity students should be told that much of what they are asked to do won't make sense until the activity is completed, and that you will sometimes have to withhold answers to questions they ask. The following instructions, read along with the instruction sheet, "Changing Chips," should make clear what you will do in each stage.

1. Arrange the room for the activity. This means that desks or chairs should be in rows, each row consisting of pairs of desks facing away from each other. Each student's seat should have, right behind it, another seat facing in the opposite direction.

2. Ask students to take a seat; it doesn't matter where. Don't tell them anything about the fact that the person seated behind them will be a factor in the activity.

3. Distribute the instruction sheet, "Changing Chips," and ask students to read the instructions. Tell them that they should ask any questions they can think of, as you will absolutely not answer any questions after the activity has begun. (In the Background Information section following these Suggested Teaching Procedures we have anticipated some student questions and suggested how you can avoid giving the point of the activity away prematurely.)

4. After students have had opportunity to clear up any procedural questions, distribute the chips. These can be of any design; all that is required is that one side be different from the other. For example, old paper on which mimeographed material has been printed can be cut into squares; the blank side is "plain" and the printed side is "marked." Or an "X" can be made on one side of each chip. Each student is to receive ten chips. (You can ask students to help you with this; if there is an odd number of students, one won't be able to participate anyway.)

5. Begin Stage One. This begins with all chips turned so that only the plain sides are showing. Announce "Move One" and give students a few seconds, then announce "Move Two." Continue this through ten moves, but don't move too quickly. Some students will be impatient but waiting between moves will cause them to consider what they are doing. Remind students a few times during Stage One that they can turn over no more than one chip on each move. They can turn one back which they have previously turned over, but that counts as their move.

6. After Move Ten ask the students to record their scores and turn all chips back to the plain side. Tell them that they now have a few minutes to discuss the activity with anyone, and that in a few minutes they will repeat the activity. Give them a few minutes to talk over their moves and to relax. They will want to compare their scores with others, and you may hear comments such as, "I beat Jim! What happened to you?" Pay no attention to these; you are allowing students to define the purpose of the activity, and this is part of the process.

7. Tell the class that you are going to take them through the same activity again; the rules are the same. Then proceed as you did before. When Move Ten is completed, have the students record their scores and allow another period of free discussion. Tell them they will be going through the activity once more.

8. After four or five minutes of discussion, tell the students that you are going to take them through one more stage and the rules are the same. Follow the procedures for the first two stages. When Move Ten is completed, ask students to record their scores. The activity is completed and you are now ready to begin the discussion stage of the lesson.

B. The discussion begins with an analysis of the data generated. Begin by displaying the scores. The highest possible individual score is ten, and the lowest possible individual score is minus twenty. The highest possible score for a pair of participants is twenty; together their lowest possible score is minus forty. Scores will never extend beyond these ranges, but by the third stage some participants may have figured out the scoring system, agreed to cooperate, and achieved the maximum score.

The display of scores can be grouped on the chalkboard as follows.

S T A G E I

Individuals		Pairs	
+10	0	+20	0
0 to 9	𝍸 𝍸	0 to 19	𝍸
-1 to -20	𝍸 𝍸 𝍸 ///	-1 to -40	𝍸 ////

Looking at the data, students can see how many cooperated and how many negative scores resulted from competition. When you display the data for Stages II and III a pattern should emerge indicating that as students were able to discuss the activity some of them decided to cooperate. There is a clear advantage in cooperation (in this activity) because this is the only way high positive scores can be obtained. Even so, some students usually continue to turn over chips, thus costing the person behind them two points while losing only one point for themselves. They do this even though they know there is a risk that the other person may be doing the same thing.

Ask the class why it should be that they compete even when it is clearly to their mutual advantage to cooperate. Some will claim that the activity was too complicated and they didn't see how cooperation would help. This may be accurate for some students, but most can see during the five-minute talk sessions the results of not turning over chips. What sometimes happens is that students agree not to take action, but then the activity begins again and feelings of competition and distrust overrule the agreement. This is why silence is required during the activity.

As you can see, there are a number of directions this activity can take; you'll have to judge how much time to spend on it. The discussion should be directed toward the larger question of why so many students seemed to feel they should compete. Remind them, if necessary, that they were never told to compete, that the person behind them was never identified as an opponent, and that they were never instructed to compare scores. Students should be aware of the fact that competition is, for many of us, an attitude implicit in our culture. Students can provide a number of examples of how our culture rewards competition (grades, athletics, record books, comparisons of our nation with others, etc.). End the period as you think best, with the notion that beliefs and attitudes are often so much a part of a culture that it is very difficult to behave contrary to them.

ASSIGNMENT:

There is no assignment. Tell the students that in the next lesson they will consider how attitudes affect behavior in a culture other than their own.

BACKGROUND INFORMATION:

A. In Step 3 you will be responding to questions about the rules for the activity. It's very important that students understand the rules before they begin, yet they must not know the point of the activity. This is an obviously difficult position for you to be in. Here are some questions students have raised with a similar activity.

1. "Why are we doing this?" This is the most difficult question because you know why but to tell the class would be to destroy the inquiry procedure. Your rapport with students will have to carry you through this. Explain that the activity is

designed to illustrate some possible behaviors which will be discussed later. You can tell them that the question will be answered just as soon as the activity is completed, but you really can't say anything more now.

2. "What stops someone from turning over more than one chip?" This could be prevented by having referees, but that would be the same as saying the students can't be trusted. If they want the discussion to reflect some real insights into their behavior they will not turn over more than one chip. You can also tell them that they may be very tempted to turn additional chips, and that if this happens they should remember the point at which they felt that way and bring it up during the discussion.

3. "I don't understand the scoring." Tell students again how the scoring works; give an example if you think it's necessary. Tell them that when a stage is completed, you will take time again to see that they score properly.

4. "How long will this take?" Not long, probably about fifteen minutes. Explain that they are going to have ten chances to turn over a chip; then they will record the scores. The same process will be repeated two more times.

5. "What difference does it make what the guy behind me does?" It makes a difference in your score. Your score is a combination of moves you make and moves he makes. His score is a combination of moves he makes and moves you make. But you won't know what moves he makes until the stage is completed (ten moves).

6. "Then am I playing against him?" This question, if asked, is a difficult one. The answer, of course, is yes and no. If you play <u>with</u> him you'll do better than if you play <u>against</u> him. BUT YOU MUST NOT TELL THE STUDENTS THIS. Try very hard to avoid giving this away. If all else fails, just tell students that you really don't see anything in the rules that explains that, and you'll have to decide, as a class, after the activity is completed.

7. "Can we look at what everyone else is doing?" The answer is no, but the seating arrangement makes some looking very easy. You can get around this by saying something like "It's OK to see what people seated next to you are doing. What you must not see is what people in the row behind you are doing." Maybe this will cause them to think in general terms about "rows" rather than about the person immediately behind them.

There will be other questions. You know the point of the activity, and your knowledge of your students is the best guide in avoiding any premature answers. It is very important that students not be allowed to talk during the activity, so you may want to go over all of the instructions one final time just to be certain that everyone understands. If you do reach the point at which students won't let up but insist that they know more about the activity, you'll just have to ask them to begin and hope that the questions get answered as they go along.

INSTRUCTION SHEET AND SCORE CARD: CHANGING CHIPS

The activity outlined on this sheet may not make much sense to you as you participate, but the discussion afterward should explain why you are being asked to follow the rules exactly. You will have ten paper chips which are plain on one side and marked on the other. Each time the activity is completed (you'll do it three times), you will be asked to record your score. High scores indicate successful participants. Before you begin, ask any questions that come to mind; your instructor will not answer questions once the activity is under way.

RULES

1. Place all ten chips plain-side up in front of you.

2. During the activity you must not speak with anyone.

3. Move only when your instructor announces a move. There will be a total of ten moves.

4. On each move you may: do nothing, turn a plain chip over so the marked side shows, or (if you have done this) turn a chip back so the plain side shows. YOU CAN TURN OVER ONLY ONE CHIP ON EACH MOVE.

SCORING

1. When each stage is completed, record the number of chips in front of you that are plain-side up. Record the number of chips of the person seated behind you that are marked-side up.

2. Give yourself one point for every chip you have plain-side up, take away two points for every chip the person behind you has marked-side up.

SCORE CARD

STAGE	Number of chips you have plain-side up (add one point for each)	Number of chips the person behind you has marked-side up (take away two points each)		SCORE
		Chips	Points	
I	+		-	
II	+		-	
III	+		-	
SUM				

LESSON 7: CULTURAL ATTITUDES

SYNOPSIS:

Students will read a short account of an anthropologist's encounter with a case of "smallpox" in a village in India. Following this discussion they will speculate on what the anthropologist should do in this situation. This discussion should focus on the relation between religion and health in an Indian village and on the conflict between villagers' concepts of disease and the concepts of disease held by modern medicine. After discussion the students will hear the conclusion of the account and evaluate the consequences. The function of attitudes in culture should become apparent to students.

OBJECTIVES:

The student will suggest resolutions to a conflict between health and religion.

The student will identify cultural attitudes as they are manifested in suggestions for resolution of a dilemma in health care.

The student will describe attitudes that are present in representatives of two cultures.

STUDENT TEXT:

Reading: A Case of Smallpox"

Reading: Perceptions and Perspectives

Looking at Ourselves

The Conception of Nature in Japanese Culture

The Yub

Them and Us in the News

What's on TV?

SUGGESTED TEACHING ACTIVITIES:

This lesson serves to introduce students to the process of looking at the effects of cultural attitudes. The problem presented is a classic one--the impact of two belief systems on each other. The resolution is not simple, and responses your students provide probably won't satisfy everyone.

A. Begin by preparing the students for the reading by Harold Gould, the anthropologist who encountered the "smallpox" situation. Before you provide time for the reading, tell the class that after they have read the material they should do the following two things (on a separate sheet of paper).

1. Rank-order the key characters (author, mother, father, grandmother, doctor) according to the degree to which they admired these characters. Students should rank the person they most admired or sympathized with number one, and the person they least admired or most resented as number five.

2. Write a short statement of what they think the anthropologist (the author) should do.

Refer the students to the reading, "A Case of 'Smallpox,'" in the Student Text, and allow them enough time to read it (about 10 minutes). Then ask them to complete the two tasks (ranking and suggesting what to do).

B. Begin the discussion with an analysis of the degree to which students sympathize with villagers or outsiders. Do they see the situation as a cruel one for the mother or father, or were the parents just being stubborn? Was the doctor unreasonable and unsympathetic, or was he being ignored? The questioning strategy (asking students why they ranked a particular character high, and then asking a student who did not rank that same character high why he ranked the character as he did) should serve to bring out different value positions in your class. It will help if you also determine the sense of the class: Did they tend to split, or did most of them rank the villagers (or the doctor) highest? Depending on the results, you can then pursue why it is that students aren't willing to let Western medicine improve the lives of the villagers, or why they aren't willing to let the villagers' beliefs determine the villagers' fate, since it is <u>their</u> fate, not the doctor's. This discussion has no easy resolution; students should become personally involved in the dilemma rather than find a solution.

In any discussion involving values students should be required to provide support for their position. What higher values, for example, prompt them to take the positions they do? Would they hold consistently to those higher values in another situation? Should advanced medical techniques always be imposed in life-and-death situations? Is the survival of a cultural pattern more important than the survival of an individual in that culture? These questions can get your class into the problem rather quickly.

When about half the discussion time has elapsed you should move out of the discussion of attitudes by asking the students to relate their solutions. Many will probably not have solutions, or what they do have will be rather brief. When they decide that no one solution seems to have acceptance by everyone, you can tell them what the anthropologist actually did. At the end of these Suggested Teaching Procedures we have included the final part of the reading; it is so brief that you should simply read it to the class. Some questions you can use in this discussion are the following.

1. How did you like the ending? What did you like or dislike about it?

2. What did the anthropologist say or do? What attitudes does his behavior reveal?

3. Do these attitudes correspond with those you expressed?

The discussion should serve the dual purposes of helping students clarify their values and getting them personally involved in the dilemma present in this story. Further, it should help them see that attitudes affect behavior even in the face of conflicting evidence. Conclude the lesson with a discussion of the influence of cultural attitudes on behavior.

ASSIGNMENT:

For Lesson 8, students should read "Perceptions and Perspectives" in the Student Text. The introductory reading in this assignment instructs them to read one or more of five readings that follow. You may want to divide this task so that each of the five readings will be represented in the discussion. The readings differ in level of difficulty; two of them ask students to complete an activity. You may want to take this into account when dividing the assignment. The readings are briefly described below.

"Looking at Ourselves" (This is the easiest of the five.)

"The Conception of Nature in Japanese Culture" (This is the most difficult reading of the five.)

"The Yub" (This is a very easy reading.)

"Them and Us in the News" (This is relatively simple reading, but students are encouraged to survey news reporting in newspapers.)

"What's on TV?" (This is easy reading, but students are asked to conduct a poll of TV viewing preferences.)

CONCLUSION OF "A CASE OF 'SMALLPOX'":

Once the doctor had departed, I continued talking to the old woman and the rest of the family. At one point, after Balaka's grandmother repeated her conviction that this was an exclusively supernatural matter, I countered by asking her how she could be so certain that God works only in one narrow way. Here I was quite consciously attempting to awaken in her rustic mind some of the implications of Hindu pantheism. Is it not true, I asked her, that God is to be found in everything and that he acts in many different ways? He lives in the earth, does he not, and in the Nim tree, and in animals, and even in the walls of this house. May he not also live in the doctor and work through his medicines? Could she be sure this might not be so, I asked. Would it not be wise to do the religious rites and then also let the doctor and me help through medicines?

To my amazement, the old woman suddenly burst into tears, knelt down and touched my feet and commenced telling me with great emotion that she was just an ignorant old woman who tried to do her best. She thanked me for what I was trying to do and agreed to let the

doctor's medicines be tried. Meanwhile the rituals would be performed. I was delighted, of course, because I knew that Balaka did not have smallpox and would undoubtedly recover now. It seemed to me unimportant whether modern medicine or Bhagoti Mai got the credit so long as the boy survived.

The doctor refused to return to the village, as he had vowed he would never do, but he was willing to prescribe the appropriate medicine, mainly pentid-sulfa tablets, cough medicine, and proper diet. We decided to attempt no hypodermics because of the religious fears concerning them, for it had to be remembered that Balaka's family still believed him to be suffering from smallpox. In time the boy recovered completely and it was doubtless one of the few times, if not the first time, in the history of the village that anyone had accepted modern medical therapy for what was believed to have been a case of smallpox.

LESSON 8: PERCEPTIONS AND PERSPECTIVES

SYNOPSIS:

This lesson consists of a discussion of three concepts: perception, perspective, and stereotype. The presence of each of these concepts in the five readings that were assigned is identified in the discussion.

OBJECTIVES:

The student will distinguish among perception, perspective and stereotype by providing an example of each.

The student will identify the perspectives and perceptions present in a reading assignment.

STUDENT TEXT:

Violence and the Cowboy Legend

Strip Mining

Vicky and Harry: Middle-Class Americans

Activity: Sites for Production

SUGGESTED TEACHING PROCEDURES:

Today's discussion should be conducted according to the format you and your students prefer. Most of the readings that were assigned as homework have questions that can be used in the discussion. Students can profit by sharing with others the content of their readings, as well as the results of the activities some of them may have completed. (Two of the readings suggest activities.) Students should come to see that attitudes and stereotypes are very similar; a stereotype is a specific type of attitude, based upon preconceptions. They should also see that every culture has perceptions and

perspectives, and that stereotyping, be it toward other people outside the culture or toward objects in the culture, is probably a characteristic of all cultures.

Answers to the general questions raised in "Perceptions and Perspectives" are not easily found in all of the other five readings. For example, in "Looking at Ourselves" the perspective is personal, and the perception is also personal: "Who are they?" and "What do I think of them?" (both questions that follow that reading) ask the reader to identify his own perceptions of undefined others. The reading "Them and Us in the News" begins with five quotes from dialogues. They indicate that we are more interested in domestic affairs than in international events. Our perspectives are domestic, our perceptions of other cultures limited. You and your class will find other examples of perceptions, perspective and stereotypic thinking in the readings.

ASSIGNMENT:

Students should select one of the three readings, "Violence and the Cowboy Legend," "Strip Mining" or "Vicky and Harry: Middle-Class Americans," or the activity, "Sites for Production," in the Student Text. As in the preceding assignment, you may wish to divide the task or you may wish to let students make their own selections.

LESSON 9: VALUES AND PREFERENCES

SYNOPSIS:

In this lesson students discuss their assignment. The activity in the assignment asks students to identify their own values for a specific question. The readings describe preferences of characters in the readings. The discussion should focus on the relationship of preferences and values to culture.

OBJECTIVES:

The student will identify preferences and values in specified situations and distinguish the two.

The student will provide examples of the relationship between values and preferences and culture.

STUDENT TEXT:

Proverbs

The Well of Wheat

Passing the Word in Rabat

SUGGESTED TEACHING PROCEDURES:

Conduct this discussion as you think best. As a result of the discussion students should be able to meet the objectives of this lesson. One possible strategy is the following.

1. Ask students what the noun "value" means to them. (They have studied value conflict in Unit I.) Then ask how "value" differs from "preference" and from "attitude." Determine whether there are any commonly agreed-upon differences.

2. Ask for examples of values and preferences in the readings. Few students will have read all three, so you may wish to proceed one reading at a time. Examples should be consistent with the definitions already developed in class.

3. Ask students who completed the activity, "Sites for Production," to report some of their responses to the fourth question of the activity ("What values does your decision reveal?"). Discuss these values along with those identified in the readings.

Some questions that may be useful in discussing the activity and the readings are the following.

1. What values are present in the readings? What preferences are present? How do you distinguish between the two?

2. Are the values that you found in the reading related to the culture? How? Why do you think that culture has those values?

3. How are values and "lifestyle" related? How is lifestyle related to health? How are values related to health?

4. How are values and morals similar?

Note: There is no explanation of the differences between values and preferences, or of the relationship of both of these concepts to attitudes, in the Student Text. This is deliberate for two reasons. First, some students accept written explanations as correct without question. It is better for them to arrive at their own definitions. Second, there is no clearly agreed-upon distinction between values and preferences that can be succinctly stated. This is an area of social science that is not well developed.

Students may come to see this as they grapple with the terms. Both values and preferences are attitudes. Values are related to morality and ethics; they are usually stated in positive or negative terms only. Preferences are not so closely related to morality, and may not be expressed in terms of behaviors or actions one "should" or "should not" do. Preferences can refer to the food tastes of people in a culture, or choice of color or style of clothing. Values are usually about more important matters such as "right behavior."

The problem with this distinction is that it is not clear; it is a matter of degree. In practice it is sometimes difficult to know whether an attitude is a value or merely a preference. For students, the important point is that the values and preferences people possess are related to their culture. The culture supports both, and both contribute to the support of the culture. The values a person holds, and the preferences he or she expresses, are part of a person's lifestyle. In this way values and preferences relate to health because lifestyle is closely connected with health: Some lifestyles are healthful and some make people sick.

ASSIGNMENT:

Students should select one of the three readings, "Proverbs," "The Well of Wheat" or "Passing the Word in Rabat," in the Student Text. You may wish to divide the task or to allow students to make their own selections.

LESSON 10: LANGUAGE AND CULTURE

SYNOPSIS:

The lesson begins with a discussion of the reading assignment. Each reading is in some way related to the topic of the lesson, language and culture. Students speculate on the relationship of language and culture. Then they complete a worksheet that demonstrates the influence of culture on the interpretation of words.

OBJECTIVE:

The student will discuss the relationship of language and culture and provide examples.

SUPPLIES:

Worksheet: Word Associations (one per student)

SUGGESTED TEACHING PROCEDURES:

A. Discussion of the Assignment: The three readings are very different, but they all indicate functions of language in culture. Each represents a way in which language and communication methods are reflective of culture. Spend about half the period on this discussion. Some questions that may be helpful are the following.

What can an observer learn about a culture by studying its written and spoken language?

What are the meanings, in your view, of the terms language and communication? How do they differ, if they do?

How do the Krio dialect proverbs and their standard English translations reflect culture among Creoles in West Africa?

What sense of the culture of Morocco do you have after reading "Passing the Word in Rabat?"

What sense of the culture of Egypt do you have after reading "The Well of Wheat?"

How are culture, language and communication related?

B. Completion and Discussion of Worksheet: Distribute the worksheet, "Word Associations," and allow students time to complete it. Stress that they should write down the first thoughts they have on reading each word. When they have finished, discuss the results. The questions that follow the list of words can serve as a basis for the discussion, or you can use others. The question, "How are language, communication and culture interrelated?" and the question, "How does language reflect culture?" may also be useful.

ASSIGNMENT:

It is not necessary to have an assignment for Lessons 11-13. If students wish, they may read ahead to gain familiarity with the games described in "Egg-Carton 'Bao,'" "Buzkashi: The Goat-Grabbing Game," "Elephant Chess: A Chinese Game" and "The Protracted Game," in the Student Text.

Note: The last reading relates to the Asian game known in this country by its Japanese name, go. If any students are familiar with the game and have the equipment to play it with, you might ask them to bring the equipment to the next class meeting.

WORKSHEET: WORD ASSOCIATIONS

What first comes to mind when you hear or read these words? Beside each word, write the first thing which you think of. Later, compare and discuss your responses with those of others.

snake	elephant
ape	insects
animals	people
black	white
dark	blond
hairiness	litheness
professor	mutiny
loyalty	bravery
fear	humanness
civilization	jungle
Tarzan	Jane
Lord Greystoke	Lady Greystoke
England	stereotype

(NOTE: All these words are extracted from the sound-recording, "Tarzan of the Apes," a 1934 radio broadcast series. Each word was written into the script in order to stimulate mental images among listeners. In your culture do these words trigger similar images among most people? Do female and male responses to these words differ significantly? Within your culture, do different age groups respond uniquely? Do you suppose these words produced images in 1934 similar to those today?)

LESSONS 11-13: WORK, PLAY AND CULTURE

SYNOPSIS:

Although this is listed as a three-day sequence, you may wish to spend more or less time with these lessons. Students examine a set of photographs in the Student Text and discuss the relationships among work, play and culture. Three games are described in the Student Text in separate readings: Elephant Chess, Bao, and Buzkashi. Any of these may be played by students. A final discussion of the games relates each to preparation for adulthood in a culture, and examines how work and play are related to each other, and how work, play and lifestyle are related to health. There are other readings which students may study during the course of these lessons.

OBJECTIVES:

The student will identify relationships between work and play in culture.

The student will participate in a game played in a culture other than his own.

The student will identify the relationship of the game he or she plays to the culture in which it is usually found.

The student will hypothesize relationships among games, cultural attitudes, lifestyle and health.

SUPPLIES AND EQUIPMENT:

All three games require special materials which can be developed from readily available supplies such as blue and red construction paper, egg cartons, etc. The reading describing each game provides some details; others are provided below.

STUDENT TEXT:

Work or Play

Egg-Carton "Bao"

Buzkashi: The Goat-Grabbing Game

Activity: Elephant Chess: A Chinese Game

Reading: The Protracted Game

Herbert and Ruth Ogden: Individualists

ADVANCE PREPARATIONS:

The games to be played or discussed or both during these lessons all require some degree of preparation in advance. Bao requires the simplest materials and preparations: egg cartons and some sort of tokens, such as buttons or paperclips. Elephant Chess requires playing pieces cut from red and blue construction paper and labeled as shown in Figure 2 in the reading; the reading in-

cludes a playing board (Figure 1), but students may wish to draw a larger playing board (on a sheet of poster paper, for example).

Buzkashi requires simple equipment -- a substitute goat -- but it requires a large playing field and it also requires some legwork on your part. The game is dangerous, and some teachers find that they are not allowed to use it in their schools. Investigate before you agree to the playing of Buzkashi.

It is not necessary to play go, or wei-ch'i, in the classroom, but if it is possible for students to play the game or for someone to demonstrate it to them, this experience will help them understand the reading, "The Protracted Game." If any student, or anyone else you know, is familiar with the game and has the necessary equipment, you should try to arrange for a demonstration in the classroom.

SUGGESTED TEACHING PROCEDURES:

These lessons are described in three parts: initial discussion, the playing of games, and concluding discussion. You may alter the order as you see fit, and you may want to assign or suggest any or all of the readings in the Student Text during the course of the lessons. Some readings are followed by questions that can be used during discussion.

A. Initial Discussion: Begin this sequence by asking students to look over the photographs in "Work or Play," in the Student Text. The questions at the conclusion of the set can serve as a basis for a discussion of the topic.

B. Participating in a Game: Three readings describe games that may be played by the class. Some students may wish to play one while others select another game. Each has unique qualities.

Bao is the simplest game to play in a classroom because it requires very little preparation. Although the rules are very simple, the game is complex. Many strategies can be used, and students should be allowed to play several times. As in most games, the rules may at first seem complicated, but students will discover after playing one round that they are less complex than they sound.

While some students are playing Bao, others can play Elephant Chess. If you have students who enjoy Western-style chess, they should try this game. It has more complex rules than Bao, and each interested student should have an opportunity to play more than one round.

The third game is Buzkashi, an Afghan game that is almost without rules. If students wish to play this game it will be necessary to locate a safe area and to provide supervision. As in the actual version played in Afghanistan, this is a violent competition which rewards strength and aggressiveness. Students will need to identify the dimensions of the playing field and construct a substitute goat.

It is not necessary that students play go, or wei-ch'i. However, it will be beneficial if students have the opportunity to play the game or have someone demonstrate it to them.

C. Concluding Discussion: In addition to experiences gained through the games, there are two readings that can be used in this discussion. "The Protracted Game" is the more difficult of the two. The discussion will benefit if most or all students have read "Herbert and Ruth Ogden: Individualists" in advance. If Buzkashi is not played in your class students should at least be aware of it for discussion purposes. Some questions that may be useful in this discussion are the following.

What is your response to the statement, "Play and work are the same thing in a culture; the one reinforces the other?"

What are your reactions to the three games, Bao, Buzkashi, and Elephant Chess? What do they suggest about their cultures? What kinds of men would result from life-time exposure to these games? What kinds of women?

What games are played in your culture? What do they suggest about the culture?

How, in your view, might play, work and health be related in a culture?

How are the toys of childhood like the tools of adulthood?

What is meant by the term "lifestyle?" How is it related to play and work? How are all three related to health?

How does enculturation appear in the games of a culture? How might games serve as preparation for adulthood in a culture?

These questions, those that follow the readings, and/or others you develop can be used to get at the central topic of these lessons. Students should be able to generalize about the relationships mentioned. One danger is that students may overgeneralize, concluding that some cultures are violent, others docile. If this occurs, it is an excellent place to go back to their discussions of stereotyping in previous lessons. You can also ask whether football, card games and basketball are all reflective of American culture and, if so, how it is that they are very different games. (In very local cultures a game may well reflect the culture; in a diverse and large society with many subcultures, this is less likely. The most popular games, if they are popular in many parts of the society, may reflect something of the "mainstream" of the culture.)

ASSIGNMENT:

If you wish to give an assignment, students can be asked to write on the topic of games, culture, and work and play. In preparation for the next lesson, you may wish to assign one of the three readings, "Caribou versus Pipeline: Can They Take It in Stride?"

or "Seasonal Migrants" or "Bali: Man and Rice," in the Student Text. Otherwise, all these readings can be completed during the next class meeting.

LESSON 14: CULTURE AND GEOGRAPHY

SYNOPSIS:

Students examine two photographs that depict eroded soil conditions and speculate on the location and time of the photographs. They then discuss answers to questions that follow each of three readings on geography.

OBJECTIVES:

The student will define the relationship of geography to culture and health with specific reference to altitude, terrain, soil, vegetation, the ocean or sub-surface features.

The student will identify ways in which people affect their geographic environment with specific reference to effects on culture or health.

STUDENT TEXT:

Photograph for Analysis #1: When and Where in the World is This?

Photograph for Analysis #2: When and Where in the World is This?

Caribou versus Pipeline: Can They Take It in Stride?

Seasonal Migrants

Bali: Man and Rice

SUGGESTED TEACHING ACTIVITIES:

A. Discussion of the "Photographs for Analysis": Begin the class by asking the students to examine each of the two photographs and discuss their answers to the questions that follow. Although the correct answer to the title question is given at the bottom of each page, answers to all but the first questions do not rely on a correct identification of time and place. Both photographs are dramatic representations of a changing and eroding environment. This discussion should prepare students for any of the three readings that follow.

B. Discussion of the Readings: If you have assigned these readings in preparation for the class, the discussion can turn to them immediately. However, it is as useful to let students read in class; these are short readings and their impact is most dramatic if they follow the photographic analyses. Questions at the conclusion of each reading are of two types: content-specific, and general. The general questions are, with one exception, repeated

in every reading. Answers will differ according to students and according to the readings they select.

Two matters can be stressed in this discussion. First, students may want to inform each other of the content of their readings so that the differences among their answers can be understood. Second, students can be asked to supply evidence for their answers, both from the readings they selected and from their general knowledge. For example, students should have specific evidence of ways in which the geographic environment was made more (or less) healthy.

ASSIGNMENT:

There is no assignment for the next lesson.

LESSON 15: CULTURE AND TECHNOLOGY

SYNOPSIS:

This lesson is a discussion of culture and technology. Six color photographs are distributed (three copies of each) as a stimulus to discussion.

OBJECTIVES:

The student will develop a definition of the term "technology" and explain his or her reasons for accepting that definition.

The student will identify examples of technology in one or more cultures.

The student will describe some ways in which culture and technology are interrelated.

The student will describe some ways in which technology and health are interrelated.

SUPPLIES:

Eighteen color photographs (six views, three copies of each)

Lesson 15, Photo 1:	Nomad Camp at Aq Kupruk, Afghanistan
Lesson 15, Photo 2:	Wheat Harvesting near Aq Kupruk, Afghanistan
Lesson 15, Photo 3:	Dhows along East African Coast near Mombasa, Kenya
Lesson 15, Photo 4:	Market Women Vending Palm Oil, Abomey, Dahomey
Lesson 15, Photo 5:	Manaus, Brazil
Lesson 15, Photo 6:	Working Man in New Orleans, Louisiana

STUDENT TEXT:

Reading: Cultural Change

Bali: Expanding Population and Shrinking Resources

Rural Employment for the Green Revolution

Djakarta, the "Glorious City"

SUGGESTED TEACHING PROCEDURES:

Few guidelines are offered for this lesson; use your own judgment in deciding how to take advantage of the six photographs in a discussion of technology.

Students should be encouraged to develop a definition of the word "technology." The word was tentatively defined in Unit I as referring "to material things that people use for particular purposes, and to techniques, or methods, that people have developed for doing particular things." This definition is abstract enough to be practically meaningless in the absence of examples. We recommend that you not remind students of this definition, on the grounds that it will be more useful for them to begin with the concrete (i.e., the photos) and work in the direction of the abstract.

You might begin the discussion by asking students to point out examples of technology in each of the photos, before you ask for definitions. In this way you can elicit students' existing ideas about technology, which you can later refer to in discussing definitions.

Among the things students might consider in discussing a particular example of technology are the following:

Who discovered, developed or invented it?

What was it originally intended to be used for?

Are the people you see using it members of the same culture that discovered, developed or invented it?

Are they using it for the same purpose it was originally intended for?

Are the materials (if any) native or imported?

Is the workmanship (if any) native, or was it done somewhere else?

During the discussion you can also ask students to respond to questions regarding the relationships between culture and technology and between technology and health. There are, of course, any number of examples of these relationships in the students' own culture and in the cultures represented in the pictures.

ASSIGNMENT:

Students should read "Cultural Change" and one of the three readings that follow it, "Bali: Expanding Population and Shrinking Resources," "Rural Employment for the Green Revolution," and "Djakarta, the 'Glorious City,'" in the Student Text. You may wish to divide the task.

HANDOUTS NOT REPRODUCED IN THE INSTRUCTOR'S MANUAL:

Eighteen color photographs, three copies of each of six views.

LESSON 16: CULTURAL CHANGE

SYNOPSIS:

During the first part of this lesson students discuss the assignment, with a focus upon examples of cultural change. Students are then asked what effects would result from a dramatic change in one aspect of our culture--the abolition of high schools. The effects on other aspects of the culture are considered. Finally, students are asked to summarize their knowledge of culture to this point.

OBJECTIVES:

The student will provide an example of planned change in a culture.

The student will provide an example of unplanned change in a culture.

The student will distinguish between planned and unplanned cultural change and identify relationships between the two.

The student will suggest consequences for his own culture of a dramatic change in a single institution.

The student will present a definition of culture and provide reasons for his response.

STUDENT TEXT:

Reading: Analyzing Cultures

Question Sets for Analyzing Cultures

SUGGESTED TEACHING PROCEDURES:

A. Discussion of the Assignment: The readings are not followed by questions. However, the objectives for this lesson suggest directions your discussion can follow. In general, students should look for examples of planned and unplanned change in the cultures described in the readings. For example, the development of high

yield rice that turns gritty and chalky when cold may affect family cooking patterns, or family diet. These effects were not planned.

B. Consideration of Change in One Institution: When students seem to have a good grasp of the concept of cultural change, shift into a discussion of their own culture. This should be done with a question similar to the following.

> Suppose that the state legislature has passed a bill, and the governor has signed it into law, declaring that because of financial and other pressures public schools above the eighth grade level will be abolished. There will be no more high schools. What would the consequences be?

After the initial period of student comments, tell the class you would like them to respond on two levels: What might the consequences be for their own lives, and what might they be for the culture generally? You are the best judge of how to conduct this discussion with your class. The following suggestions may be useful.

Ask students to write down two consequences in each category (personal and general) and give them a few minutes to think. Then call on a student for his or her response to one category and see if the class agrees. Continue to do this until there seem to be no more consequences. If, for example, a student suggests that she would need to get a job, ask another student if he has the same consequence. If not, ask if he believes it would happen. Why not? Why? Personal consequences will differ because they are personal. When you turn to general consequences the reaching of agreement becomes more important.

The discussion of general consequences will involve some mention of the functions of schools in society. For example, what will happen to the tax base? What about the unemployment of teachers and other school personnel? What about contractors who build and repair school buildings? Students will probably also speculate on the effects on the general population of so many teenagers' having nothing to do all day. What will the other people do? These are questions of immediate concern, and students are equipped to discuss them.

One dimension which they may not see immediately, but which should emerge in the discussion, is the long-term consequences of there being no high schools. If students don't consider this point, raise it anyway and let them speculate. What about colleges? Vocations that depend on high school training as a prerequisite? What would happen to our culture if no one studied such subjects as math and science? There is considerably more speculation possible than time will allow. Students won't exhaust the subject. They should appreciate the enormous consequences of such a major innovation as this. The point of the discussion, and the summary should provide this, is that a social innovation (in this case the elimination of a major portion of an institution) can and will lead to major

changes in the culture. In the lessons to follow students will be asked to speculate about consequences for the cultures they are studying when changes are introduced, so this lesson is preliminary to those later ones.

ASSIGNMENT:

The assignment requires some discussion, so you should leave time at the end of the period. For the next class, the students should read "Analyzing Cultures," in the Student Text. If they wish they can also read "Question Sets for Analyzing Cultures," although this is not necessary at this time.

The reading describes the four areas that will be analyzed and briefly describes the task. Tell the class that for the next three weeks (or possibly longer) they will be studying one of four cultures or groups of cultures described in the reading assignment. Four groups will be formed. By the next class students should decide which material they wish to study. To facilitate this task, they should submit a rank order of preferences so that the formation of groups will be easier.

A real issue for students who know they must spend the next three weeks with only a few of their classmates is whether it is more important to be in a group that is studying the culture they are most interested in, or to be in a group with other students whose company they enjoy.

Because this is such an important issue, you should spend some time with it. It is not especially selfish to choose a group on the basis of membership rather than topic to be discussed; obviously it would be an unpleasant experience to spend several weeks with a group that does not seem compatible. On the other hand, this is primarily a pedagogic exercise, and the choice of cultures to study should also be very important.

If there is time this issue can be profitably explored by asking students to state the grounds for their position that the group or the topic is more important. For example, should students be encouraged to select school subjects on the grounds that they like the other students taking the subject, or does the worth of the subject serve as a determinant of course selection? Should a student select a course which he believes will be valuable even if he knows there are students in the course whom he dislikes, or if he feels he cannot get along with the instructor? When the question is put in these terms, students should be able to make their decisions and know why they decided as they did.

LESSON 17: PREPARATION FOR GROUP WORK

SYNOPSIS:

This is a planning session. Therefore, the only objectives are to form groups and to agree upon ground rules for the analysis of cultures. You will be the best judge of the organization of today's activities.

SUPPLIES:

Unit II Student Text, Part Two: Aq Kupruk (One for each student in the group studying this topic)

Unit II Student Text, Part Two: Southeast Asia (one for each student in the group studying this topic)

Unit II Student Text, Part Two: Africa (one for each student in the group studying this topic)

Unit II Student Text, Part Two: Urbanization (one for each student in the group studying this topic)

STUDENT TEXT:

Reading: Analyzing Culture.

Reading: Question Sets for Analyzing Cultures.

SUGGESTED TEACHING PROCEDURES:

Today the class should agree upon several items. These include group location (if not in the classroom), time requirements (three weeks are suggested), and reporting procedures (some suggestions follow). You should also bring to students' attention the question sets in their text, and distribute the appropriate materials to each group. The materials are not summarized here, but are included in a supplement that follows. The rank-order of interest submitted by students can serve as a basis for forming groups. They need not be of the same size, though they should be approximately equal. When groups have been formed and ground rules established, spend some time discussing the task of the groups. Here are some suggestions for organizing the effort and reporting the results.

A. Organization for the Task:

1. Each group may want to select a chairperson who will organize group efforts, make plans for a final report, meet with representatives of other groups to check on progress, etc. It is also possible for the chairperson to serve as organizer, but for each of the tasks mentioned some other member of the group will be responsible.

2. If the chairperson or another member of each group meets with representatives of other groups, these students can be a council in which you and four students assess progress on a regular basis. Possibly one group will find a method for answering a difficult question and can share it with other representatives.

3. A group may want to make each member responsible for specific questions. This would mean that all members remain alert for material on all questions, but pass it on to the appropriate member.

4. Some questions are easier than others. Students may need to seek additional sources of knowledge such as encyclopedias, atlases, etc.

5. The materials vary in difficulty and interest. Students should not expect to read everything carefully (though they may). They should look over everything and decide if they want to use it.

6. Each set of materials includes some activities (usually simulations) that work best with larger numbers of people. Therefore, a group may want to use other groups for a day's activity. (This will also serve the purpose of breaking the routine.)

B. Reporting the Results: Reporting can be on any of several forms. You and your class can plan for this today. Some possibilities are the following.

1. Let each group have the class for a day (or more if they want it) to teach others about the culture or cultural area they have studied. Reporting should be based upon the questions, but the group can devise the methods it wishes to use.

2. A format for ascertaining that each question is answered can be established in advance. This could include a written report which is reproduced and distributed to the rest of the class, followed by a discussion of the report.

3. The reports could proceed in a question-by-question format. This format allows cross-cultural comparisons. From each group, one or more students could interact with students from other groups in panel discussions on one or more related questions.

There are other ways you and your class can design for reporting the results. The least satisfactory is the traditional oral report in which a group presents their answers to each question as if the questions were examination items. Remember that this is an opportunity for students to analyze cultures, using all of the knowledge, ways of knowing, and points of view they have acquired. Flexibility and creativity are just as important as the achievement of right answers.

LESSONS 18-37: COMPARATIVE STUDY OF CULTURES

SYNOPSIS:

The class is divided into four groups. Each group spends three weeks studying the culture or cultures assigned to it. The last week is devoted to group reports. Each group may take over the class for one or more days during this sequence to conduct simulations or other activities.

OBJECTIVES:

The student will study materials relating to one or more cultures other than his own.

The student will answer one or more questions relating health, culture and environment in the culture(s) he is studying.

The student will participate in the preparation of the group report on the culture(s) he is studying.

SUPPLIES AND EQUIPMENT:

Each of the four groups will be using three types of materials: (1) the appropriate version of Unit II Student Text, Part Two, (2) certain materials from Unit II Student Text, Part One and (3) some handouts.

Each version of Unit II Student Text, Part Two, begins with (1) a table of contents listing all materials included in that version of the Text, (2) a list of the items in Unit II Student Text, Part One, which the group will need to refer to and (3) a separate list entitled "Handouts for the Study of . . ." (name of group's subject). Each group therefore has at its disposal a complete and handy listing of all the materials the group needs.

Below you will find our separate lists, one for each group. Each group's list includes (1) all handouts for that group and, for your convenience, (2) a list of the items from Unit II Student Text, Part One, which the group will need to refer to.

In an Appendix at the end of this Instructor's Manual you will find four sets of copies of handouts, one set for each group. Copies of all handouts except color photographs are included.

SUPPLIES AND EQUIPMENT: Aq Kupruk:

Four masters for transparencies:

Contours

Drainage

Roads and Trails

Descriptions

Bazaar: A Day at the Aq Kupruk Bazaar (materials for simulation):

One photo: The Aq Kupruk Bazaar

Nomad Merchandise Cards (one sheet)

Farmer Merchandise Cards (one sheet)

Shopkeeper Merchandise Cards (one sheet)

Need Sheets: Barter (one each for one-third of the class)

Need Sheets: Monetization (one each for one-third of the class)

Money Sheets (two)

Pilgrimage: Hajj to Mecca (materials for simulation):

Progress Cards (one sheet)

Trouble Cards (one sheet)

Money Sheets (eight)

Four color photographs:

Lesson 1, Photo 1: Boys at Aq Kupruk, Afghanistan

Lesson 15, Photo 1: Nomad Camp at Aq Kupruk, Afghanistan

Lesson 15, Photo 2: Wheat Harvesting near Aq Kupruk, Afghanistan

Lessons 18-37, Photo 1: Wheat Harvester of Aq Kupruk

Materials from Unit II Student Text, Part One:

Buzkashi: The Goat-Grabbing Game

SUPPLIES AND EQUIPMENT: Southeast Asia:

Three Shadow Puppets (one)

Korupsi (materials for simulation):

Korupsi Game Board (one for each pair of students in the class)

Territory (materials for simulation):

Resource/Development Sheet (one)

Two identical maps of Southeast Asia, covering the area from 15° South to 30° North Latitude and from 90° East to 150° East Longitude (not supplied)

One pair of dice (not supplied)

Profit (materials for simulation):

Identification Cards: Ministers of Trade (one sheet)

Identification Cards: Trading Service Agents (one sheet)

Identification Cards: Agents for International Trade (one sheet)

Export Commodity Cards (one sheet)

Import Commodity Cards (one sheet)

Cable Orders for Exports (one sheet)

Purchase Orders for Imports (one sheet)

Temporary Visas (one sheet)

One map of Southeast Asia showing scale of miles (not supplied)

Three color photographs:

Lesson 1, Photo 2: Buddhist Monks at Angkor Wat, Cambodia

Lesson 1, Photo 3: Women and Child on Malaysian River Bank

Lessons 18-37, Photo 2: Hindu Beggar at Market in Kuala Lumpur, Malaysia

Materials from Unit II Student Text, Part One:

Jeepneys by Sarao

Filipina Entrepreneur

Ducks and Geese and Pigs for Bangkok

Pioneering Farmer Prince of Thailand: Sithiporn Kridakara

Bali: Man and Rice

Bali: Expanding Population and Shrinking Resources

Delfin Incarnacion, a Cavite Farmer

Lee Kuan Yew of Singapore

Djakarta, the "Glorious City"

SUPPLIES AND EQUIPMENT: Africa:

Ten masters for transparencies:

Landforms

Climate

Vegetation

Lakes and Rivers

Population and Distribution

Language Distribution

Cities

Political Boundaries

Nations

Who Rules?

What Do You Know about Africa? (one per student)

My Africa: An Essay (one per student)

Drought: A Simulation of Human Experience under Drought Conditions in the Sahel (materials for simulation):

Drought Game Board (one for each four students in the class)

Trade Fair: A Simulation of an All-Africa Exposition (materials for simulation):

Gold Certificates (one sheet)

Four color photographs:

Lesson 1, Photo 4: Marketplace in Tema, Ghana

Lesson 15, Photo 3: Dhows along East African Coast near Mombasa, Kenya

Lesson 15, Photo 4: Market Women Vending Palm Oil, Abomey, Dahomey

Lessons 18-37, Photo 3: Man from Sierra Leone Playing "Bush" Violin

Materials from Unit II Student Text, Part One:

Faces of the Boran

Faces of the Sahel

The Well of Wheat

Proverbs

Egg-Carton "Bao"

SUPPLIES AND EQUIPMENT: Urbanization:

Nabru: A World City Simulation (materials for simulation):

Modernization Suggestions: People (four sheets)

Modernization Suggestions: Structures (four sheets)

Modernization Suggestions: Programs (four sheets)

Four color photographs:

Lesson 1, Photo 5: Student Art from Singapore

Lesson 15, Photo 5: Manaus, Brazil

Lessons 18-37, Photo 4: Rio de Janeiro, Brazil

Lessons 18-37, Photo 5: Housing Project in Singapore

Materials from Unit II Student Text, Part One:

Faces of Singapore

Passing the Word in Rabat

SUGGESTED TEACHING PROCEDURES:

In this sequence of lessons you and the class should generally follow the sequence of activities that you have agreed on during Lesson 17. The following consists of two types of suggestions: (1) ideas for helping groups make the best use of the materials that have been provided for them, and (2) ideas for supplementary activities (including use of outside resources) which you might want to try.

A. Making the Best Use of the Materials Provided: Each group is provided with an array of materials which may prove bewildering. To minimize the amount of time and energy groups spend on getting oriented to the materials, you may wish to implement any or all of the following suggestions.

1. Every student should be aware that his copy of Unit II Student Text, Part Two, begins with a listing of all materials which have been provided for his group, and that these materials include Part Two of the Text, selected items from Part One of the Text, and some handouts that you will provide as needed.

2. One member of each group should be responsible for custody of the handouts provided for that group, to ensure that no handouts are lost.

3. Before any group begins work on its research tasks, every student should look briefly at all Student Text materials provided for his group. This is advisable because these materials are of several kinds. Some are intended for reading by individual students; some provide discussion questions that could be used by several students in the group, by the whole group or by the whole class; some are activities that will require participation of most or all of the group; some are activities that will require participation of the whole class. The group should be aware of the nature of each item provided before deciding how to use the items.

4. The groups studying Southeast Asia, Africa and Urbanization should be aware that there is some overlap in their materials. The Urbanization materials include some information on cities in Southeast Asia and some on cities in Africa. These materials can provide the basis for comparative or cooperative work among these three groups. For example, the group studying Urbanization and the group studying Africa can discuss the differences in their perceptions of Cairo which arise from the difference in their perspectives.

B. Supplementary Activities: The following is a brief list of activities that you might find advisable for helping some or all groups with the study of the cultures assigned to them. There are, of course, many other possibilities.

1. Map Study: At some point during the sequence, it may become evident that students need some map study in addition to what is included in their materials. Two groups in particular -- Southeast Asia and Africa -- might benefit from a comparative study

of old and new maps of their respective areas, showing the changes in political boundaries which have occurred over the past hundred years or so. The Urbanization group might benefit from a study of the geographic locations and surroundings of the major cities of the world.

2. History: The groups studying Aq Kupruk, Southeast Asia and Africa might benefit from some outside study of the history of their areas. The Urbanization group might benefit from a study of the history of urbanization.

3. Library Work: All groups will need information which is not included in their materials, but which is probably available in libraries. You may find it worthwhile to spend a day or two introducing students to the use of the following types of library resources:

encyclopedias, atlases, other reference works

Reader's Guide to Periodical Literature, bound magazines

audiovisual materials: tapes, records, film, filmstrips

bound newspapers

card catalogs, Dewey decimal classification system

4. Current Events: Members of all groups (with the possible exception of Aq Kupruk) may benefit from a systematic screening of sources of current information available in the community: newspapers, magazines, television, films, radio, topical paperback trade books. Students should be encouraged to find the most up-to-date information available for inclusion in their reports.

5. Foreign Publications: If you are in or near a large city, you will probably be able to get newspapers and magazines from some of the countries the students are studying. Even foreign-language publications can be useful as sources of visual impressions. In addition, English-language publications from the Soviet Union, the People's Republic of China and other countries often include reports on Southeast Asia, Africa and other parts of the world; these reports can be used, together with current American publications, for a comparative study of perspectives on cultures, particularly on economic, political and military events. Yet another perspective is provided by the posters and brochures available from travel agencies and airlines.

LESSON 38: PLANNING A HEALTH CENTER

SYNOPSIS

In this lesson new groups are formed, each group consisting of one or more members from each of the four previous groups. Each group has the task of planning a Western-style health center that will be appropriate for all the cultures the class has studied.

OBJECTIVES:

The student will participate in the planning of a Western-style health center that is appropriate for several cultures, including non-Western ones.

The student will apply knowledge from Biomedical Science in the planning of a health center.

SUPPLIES:

Instructions for Planning a Health Center (one per student)

SUGGESTED TEACHING PROCEDURES:

Before explaining the task for this lesson, form new groups, each including at least one member from each of the four previous groups. Because this is a very specific task, four groups may result in fewer opportunities for all students to participate. Therefore, more than four groups may be formed, but each must have representation from all four of the original groups. When groups are formed, distribute the "Instructions for Planning a Health Center," allow time for students to study it, and then answer questions related to the task. The rest of the period (and an additional day if necessary) should be spent in group work. You may need to emphasize that all students are to act and think as if they were health specialists from an industrialized Western country such as the United States, although they do have some knowledge about the cultures for which they are planning the center.

Only one of the original groups studied a single culture. When the task of this lesson is attempted, each group may want to select one culture from among the several they studied in Africa, one culture in Southeast Asia, and one city. Once this is done (and it is only a suggestion) the plan should be so designed as to be appropriate for all of the cultures the students include.

Note: The "Instructions" state that the health center should concentrate on (1) environmental quality, (2) respiratory diseases, (3) gastrointestinal diseases and (4) malnutrition. The first two relate to content in Unit I of Biomedical Science, and the latter two relate to content from Unit II of the same course. If possible, your colleague who is teaching Biomedical Science should participate in these lessons or the evaluation of the plans submitted by students or both.

ASSIGNMENT:

If you wish, an assignment can be made for each group to submit a written report on its plan.

INSTRUCTIONS FOR PLANNING A HEALTH CENTER

Assume you are a member of a group of health specialists from an industrialized Western nation such as the United States. Your group has been asked by an international agency to establish health centers in four areas: villages in Afghanistan, Africa and Southeast Asia, and a city outside the U.S. Each health center is to concentrate on the following health problems:

1. environmental quality;
2. respiratory diseases, such as emphysema and chronic bronchitis;
3. gastrointestinal diseases, such as intestinal parasites and hepatitis; and
4. malnutrition.

Before your group is sent to these areas, you have been asked to submit a master plan for a successful health center--a plan that can be used successfully in all of the four areas. A "successful" health center is one that will be frequently used by people in all the areas and will contribute to better health in all those areas.

Your group has been informed that, should your master plan seem likely to succeed, your team will be provided with the following support:

1. language specialists who will act as translators, if necessary;
2. a letter of introduction from your sponsoring agency and one from the Minister of Health and Welfare of each nation involved;
3. funds to cover all building materials;
4. medical supplies for the first three months of operation;
5. funds for salaries of staff for the first three months of operation.

Your group's task is to do the following two things.

1. Devise a plan or strategy that your group thinks will help introduce, develop and implement a successful Western-style health center in all four areas.
2. Prepare a presentation of the plan which will be compared with others.

LESSON 39: EVALUATION OF PLANS FOR A HEALTH CENTER

SYNOPSIS:

Each group will report on its plan for a health center. Students will compare plans and attempt to determine the "most reasonable" plan. In the process of comparing and evaluating plans, students will presumably discover the difficulty of planning a health center based on Western concepts of medical care which is appropriate for many different cultures.

Note: This lesson may take more than one day to complete.

OBJECTIVES:

The student will compare and evaluate the efforts of other students in planning a health center for many cultures.

The student will identify some difficulties presented by the task of planning a health center for many different cultures.

SUGGESTED TEACHING PROCEDURES:

You should determine the best format for reporting the results of group efforts. Plans can be duplicated and distributed for written evaluations by other students, the Biomedical Science teacher and yourself. Or the proposals may be presented on the chalkboard or simply given orally. Any of these formats, or others, will allow the class to compare and select the "most reasonable" plan. Students should be encouraged to criticize each plan by providing evidence why the plan might fail in the cultures they have studied.

Students will presumably conclude that due to cultural differences (e.g., native medical practices, local leadership and environmental conditions) a single Western-oriented plan would probably meet with failure. Have students speculate what might be a better plan for attempting to bring Western health practices into a culture. (What modifications or alternatives would make the students' plans viable?)

Note: Evaluation of the plans for their coverage of the four health problems (environmental health, respiratory diseases, gastrointestinal diseases and nutritional deficiencies) should be carried out separately from the evaluation for their acceptability to all cultures. For example, you might wish to have the plans written down and duplicated, then distribute them and ask for students' written evaluations of coverage of the four health problems. You and the Biomedical Science instructor could then go over both the written plans and the students' evaluations.

LESSON 40: CULTURAL DIFFERENCES AND HEALTH NEEDS

SYNOPSIS:

This is the concluding lesson of this Unit. The discussion should emphasize differences and similarities among the cultures studied, as revealed in the attempt to design a single plan for health care centers in all four areas.

OBJECTIVES:

The student will identify some features unique to the culture(s) he or she has studied.

The student will identify some commonalities among cultures.

SUGGESTED TEACHING PROCEDURES:

This final discussion should be organized according to your best judgment. The previous lessons should cause students to understand that cultures differ to the extent that no one plan for a health center will be best for all cultures they have studied, and that a plan from a different (Western, industrialized) culture may not be satisfactory for any culture. This suggests that cultures have some unique features. Students can create lists of unique features for the cultures they studied (working alone or in the original groups again) and compare these. Features that appear on more than one list are obviously not unique.

Health needs may be similar across cultures even though the best method of attending to those needs may differ across cultures. Or the converse may be true. The discussion should cause students to summarize what they now know about culture generally and about the cultures they specifically studied, and to relate these summaries to the topic of health needs and health care delivery systems in cultures.

APPENDIX

Copies of Handouts for Lessons 18-37

HANDOUTS: AQ KUPRUK

DRAINAGE

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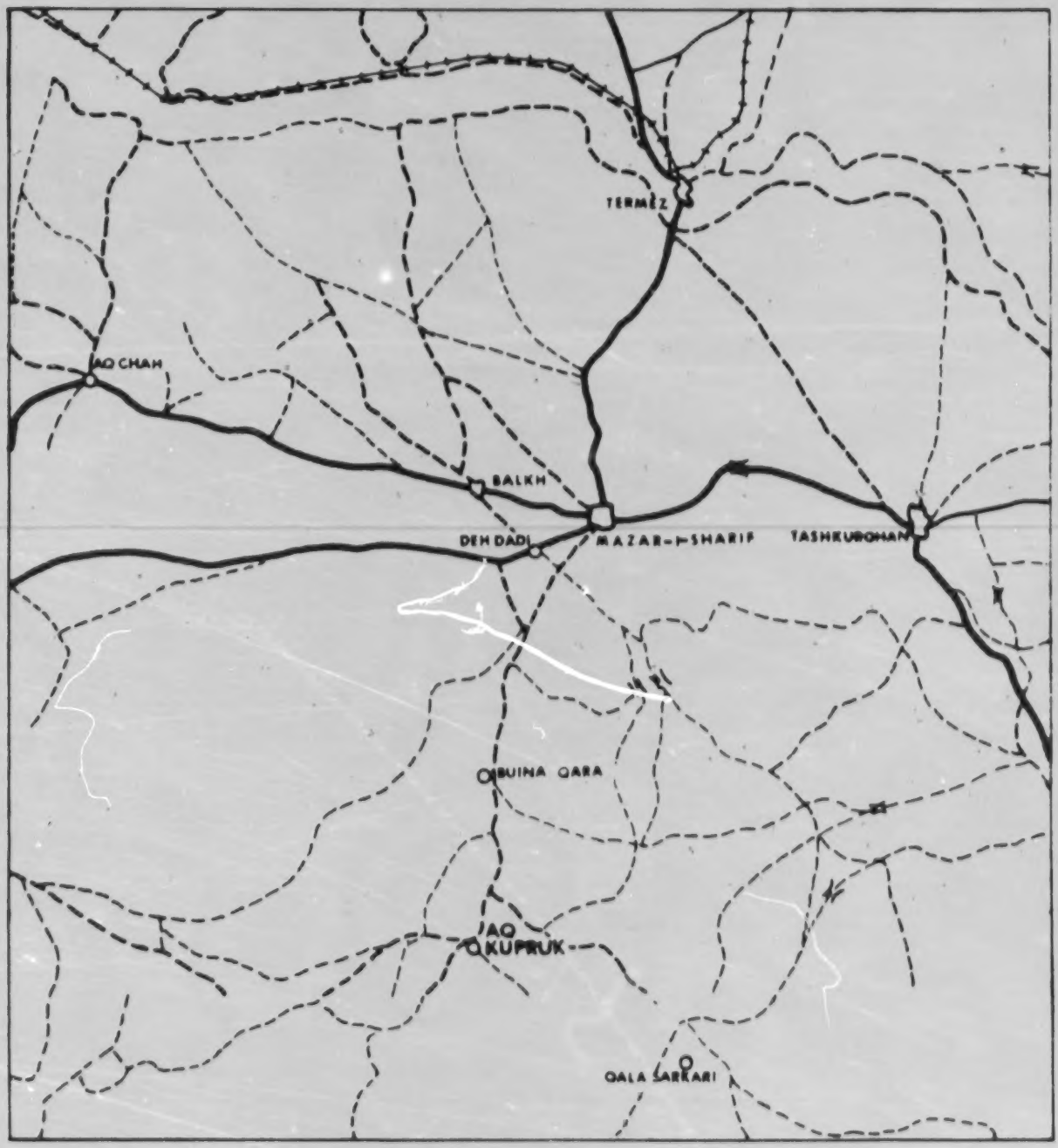
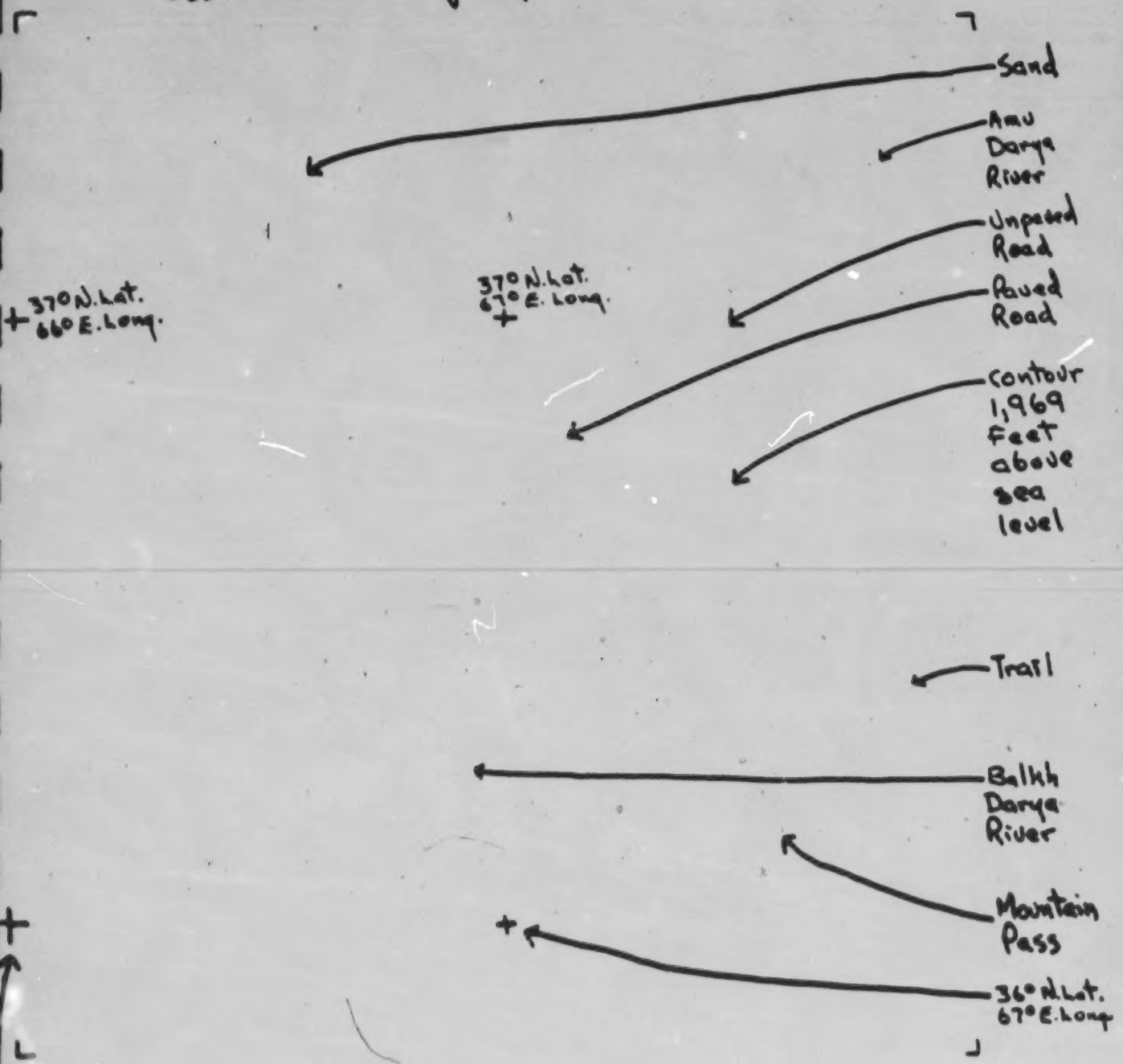
ROADS AND TRAILS



58

Where da Ag Kupruk?



[NOTE: Distance between contour lines is 984 feet (300 meters). Scale is 1:1,000,000. Map is adapted from STALINABAD QUADRANGLE NJ 42, Army Map Service.]

OVERLAY MASTER

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NOMAD MERCHANDISE CARDS

one watch			dried yoghurt (one pound)
one watch	one mirror	one goat	yoghurt (one quart)
one watch	one mirror	milk (one gallon)	yoghurt (one quart)
beads (one string)	one mirror	milk (one gallon)	yoghurt (one quart)
beads (one string)	one calf	milk (one gallon)	yoghurt (one quart)
beads (one string)	army uniform (one used uniform)	milk (one gallon)	yoghurt (one quart)
beads (one string)	army uniform (one used uniform)	milk (one gallon)	butter (one pound)
beads (one string)	army uniform (one used uniform)	milk (one gallon)	butter (one pound)
beads (one string)	army uniform (one used uniform)	milk (one gallon)	butter (one pound)
beads (one string)	army uniform (one used uniform)	milk (one gallon)	one knife
one chicken	army uniform (one used uniform)	one knife	one knife

60

FARMER MERCHANDISE CARDS

cotton (one bushel)			corn (one bushel)
cotton (one bushel)	wheat (one bushel)	corn (one bushel)	corn (one bushel)
cotton (one bushel)	wheat (one bushel)	corn (one bushel)	corn (one bushel)
one calf	wheat (one bushel)	corn (one bushel)	onions (one bushel)
wheat (one bushel)	wheat (one bushel)	corn (one bushel)	onions (one bushel)
wheat (one bushel)	wheat (one bushel)	corn (one bushel)	one chicken
wheat (one bushel)	wheat (one bushel)	corn (one bushel)	tomatoes (one bushel)
wheat (one bushel)	wheat (one bushel)	one chicken	tomatoes (one bushel)
wheat (one bushel)	one goat	carrots (one bushel)	turnips (one bushel)
wheat (one bushel)	melons (one bushel)	carrots (one bushel)	turnips (one bushel)
one chicken	melons (one bushel)	carrots (one bushel)	cuminseed (one bushel)

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SHOPKEEPER MERCHANDISE CARDS

tea (one pound)			fuel (one gallon)
tea (one pound)	tea (one pound)	salt (one pound)	fuel (one gallon)
tea (one pound)	cloth (one yard)	salt (one pound)	fuel (one gallon)
cloth (one yard)	cloth (one yard)	salt (one pound)	fuel (one gallon)
cloth (one yard)	kerosene lantern (one lantern)	salt (one pound)	fuel (one gallon)
cloth (one yard)	kerosene lantern (one lantern)	salt (one pound)	fuel (one gallon)
cloth (one yard)	kerosene lantern (one lantern)	salt (one pound)	fuel (one gallon)
cloth (one yard)	kerosene lantern (one lantern	sugar (one pound)	fuel (one gallon)
cloth (one yard)	kerosene lantern (one lantern)	sugar (one pound)	sugar (one pound)
cloth (one yard)	sugar (one pound)	sugar (one pound)	sugar (one pound)
cloth (one yard)	sugar (one pound)	sugar (one pound)	sugar (one pound)

62

SHOPKEEPER

NEED SHEET

- BARTER -

Amount on Hand At the Start		Amount on Hand At the Finish
_____	cotton	_____
_____	wheat	_____
_____	melons	_____
_____	corn	_____
_____	carrots	_____
_____	onions	_____
_____	tomatoes	_____
_____	turnips	_____
_____	cuminseed	_____
_____	watch	_____
_____	beads	_____
_____	mirror	_____
_____	clothing	_____
_____	milk	_____
_____	knife	_____
_____	yoghurt	_____
_____	butter	_____
__4 pounds__	tea	_____
__10 yards__	cloth	_____
__5_____	kerosene lanterns	_____
__9 pounds__	sugar	_____
__6 pounds__	salt	_____
__8 gallons__	fuel	_____
__2_____	chickens	_____
__1_____	goat	_____
__1_____	calf	_____
__630_____	afghanis	_____

63

FARMER

NEED SHEET

- BARTER -

Amount on Hand At the Start		Amount on Hand At the Finish
_____	tea	_____
_____	cloth	_____
_____	kerosene lantern	_____
_____	sugar	_____
_____	salt	_____
_____	fuel	_____
_____	watch	_____
_____	beads	_____
_____	mirror	_____
_____	clothing	_____
_____	milk	_____
_____	knife	_____
_____	yoghurt	_____
_____	butter	_____
4 bushels	cotton	_____
15 bushels	wheat	_____
2 bushels	melons	_____
10 bushels	corn	_____
3 bushels	carrots	_____
3 bushels	onions	_____
2 bushels	tomatoes	_____
2 bushels	turnips	_____
1 bushel	cuminseed	_____
_2_____	chickens	_____
_1_____	goat	_____
_1_____	calf	_____
_150_____	afghanis	_____

NOMAD

NEED SHEET

- BARTER -

Amount on Hand At the Start		Amount on Hand At the Finish
_____	tea	_____
_____	cloth	_____
_____	kerosene lantern	_____
_____	sugar	_____
_____	salt	_____
_____	fuel	_____
_____	cotton	_____
_____	wheat	_____
_____	melons	_____
_____	corn	_____
_____	carrots	_____
_____	onions	_____
_____	tomatoes	_____
_____	turnips	_____
_____	cuminseed	_____
__3_____	watches	_____
__8 strings__	beads	_____
__5_____	mirrors	_____
__6_____	used army uniforms	_____
__8 gallons__	milk	_____
__1 pound__	dried yoghurt	_____
__5 quarts__	yoghurt (fresh)	_____
__3 pounds__	butter	_____
__3_____	knives	_____
__2_____	chickens	_____
__1_____	goat	_____
__1_____	calf	_____
__210_____	afghanis	_____

63

64

SHOPKEEPER

NEED SHEET

- MONETIZATION -

Amount on Hand At the Start		Amount on Hand At the Finish
_____	corn	_____
_____	wheat	_____
_____	melons	_____
_____	corn	_____
_____	carrots	_____
_____	onions	_____
_____	tomatoes	_____
_____	turnips	_____
_____	cuminseed	_____
_____	watch	_____
_____	beads	_____
_____	mirror	_____
_____	clothing	_____
_____	milk	_____
_____	knife	_____
_____	yoghurt	_____
_____	butter	_____
4 pounds	tea	_____
10 yards	cloth	_____
5	kerosene lanterns	_____
9 pounds	sugar	_____
6 pounds	salt	_____
8 gallons	fuel	_____
2	chickens	_____
1	goat	_____
1	calf	_____
630	afghanis	_____

65

FARMER

NEED SHEET

- MONETIZATION -

Amount on Hand At the Start		Amount on Hand At the Finish
_____	tea	_____
_____	cloth	_____
_____	kerosene lantern	_____
_____	sugar	_____
_____	salt	_____
_____	fuel	_____
_____	watch	_____
_____	beads	_____
_____	mirror	_____
_____	clothing	_____
_____	milk	_____
_____	knife	_____
_____	yoghurt	_____
_____	butter	_____
4 bushels	cotton	_____
15 bushels	wheat	_____
2 bushels	melons	_____
10 bushels	corn	_____
3 bushels	carrots	_____
3 bushels	onions	_____
2 bushels	tomatoes	_____
2 bushels	turnips	_____
1 bushel	cuminseed	_____
2	chickens	_____
1	goat	_____
1	calf	_____
160	afghanis	_____

NOMAD

NEED SHEET

- MONETIZATION -

Amount on Hand At the Start		Amount on Ha At the Fini
_____	tea	_____
_____	cloth	_____
_____	kerosene lantern	_____
_____	sugar	_____
_____	salt	_____
_____	fuel	_____
_____	cotton	_____
_____	wheat	_____
_____	melons	_____
_____	corn	_____
_____	carrots	_____
_____	onions	_____
_____	tomatoes	_____
_____	turnips	_____
_____	cuminseed	_____
3	watches	_____
8 strings	beads	_____
5	mirrors	_____
6	used army uniforms	_____
8 gallons	milk	_____
1 pound	dried yoghurt	_____
5 quarts	yoghurt (fresh)	_____
3 pounds	butter	_____
3	knives	_____
2	chickens	_____
1	goat	_____
1	calf	_____
210	afghanis	_____

66

100 AFGHANIS

50 AFGHANIS

100 AFGHANIS

50 AFGHANIS

100 AFGHANIS

25 AFGHANIS

100 AFGHANIS

25 AFGHANIS

10 AFGHANIS

5 AFGHANIS

10 AFGHANIS

5 AFGHANIS

5 AFGHANIS

5 AFGHANIS

5 AFGHANIS

5 AFGHANIS

67

PROGRESS

Government support for community irrigation project

All groups win 10 points

PROGRESS

Wild fruits and berries in plentiful supply

Gain 10 points

PROGRESS

Your favorite tea-house adds a transistor radio

Gain 5 points

PROGRESS

Your eldest daughter marries the oldest boy from the team opposite you. You receive two sheep and two goats

Gain 15 points

PROGRESS

Spring goat herd increases by one-third

All groups receive 35 points

PROGRESS

You shot several crows. Crow pie for dinner

Gain 5 points

PROGRESS

Visit teahouse in bazaar. Close business deal

Gain 10 points

PROGRESS

A daughter is born

Gain 15 points

PROGRESS

Nomads arrive selling old army uniforms and wrist watches

Gain 5 points

PROGRESS
FOR MEN ONLY

You will take part in Buzkashi. (The game of capturing a headless goat from horseback).

Gain 15 points

PROGRESS

You find work part-time as a brickmaker

Gain 20 points

PROGRESS

Your wife receives a fancy *burqa* from her cousin in the city

Gain 15 points

PROGRESS

Move to summer camp for high pasture

Women gain 15 points
Men gain 10 points
Total 25 points for team

PROGRESS

A son is born

Gain 25 points

PROGRESS

FOR MEN ONLY

You have been hired to guard the bazaar

Gain 10 points

SATISFACTION

Guests arrive bearing gifts

Gain 5 points

PROGRESS

Your wife visits fertility shrine in the valley of Paiminar

Gain 5 points

PROGRESS

Your son won an important wrestling match

Gain 15 points

TROUBLE

Favorite son loses wrestling match

Loose 25 points

TROUBLE

Spring rains fail

Lose 10 points

TROUBLE

Your wife is ill

Lose 5 points

TROUBLE

Irrigation system destroyed by earthquake

Loose 25 points

TROUBLE

Vegetable crop poor

Lose 10 points

TROUBLE

Daughter and Grandfather die

Lose 10 points for grandfather
25 points for daughter

TROUBLE

Partridges, doves, pigeons and other fowl are scarce

Lose 20 points

TROUBLE

Nomads skip Aq Kupruk
Trade depressed

Lose 15 points

TROUBLE

All your chickens die

Lose 20 points

TROUBLE

Your work animals, a horse and a donkey, die

Lose 20 points

TROUBLE

House damaged by torrential rains

Lose 5 points

TROUBLE

Guests arrive: You must give them food and shelter

Lose 15 points

TROUBLE

Money saved for trip to Mecca used to purchase a donkey and a calf

Lose all points

TROUBLE

Winds destroy summer camp

Lose 15 points

TROUBLE

Disease kills goats in every herd

All groups lose 20 points

TROUBLE

Eldest son dies of appendicitis

Lose 30 points

TROUBLE

Your son runs away to Kabul

69

Lose 10 points

TROUBLE

Landlord of your farm demands greater portion of your crop

Lose 25 points

500 AFGHANIS	50 AFGHANIS
100 AFGHANIS	50 AFGHANIS
100 AFGHANIS	25 AFGHANIS
50 AFGHANIS	25 AFGHANIS
50 AFGHANIS	10 AFGHANIS
5 AFGHANIS	10 AFGHANIS
5 AFGHANIS	10 AFGHANIS

70

HANDOUTS: SOUTHEAST ASIA

SHADOW PUPPETS

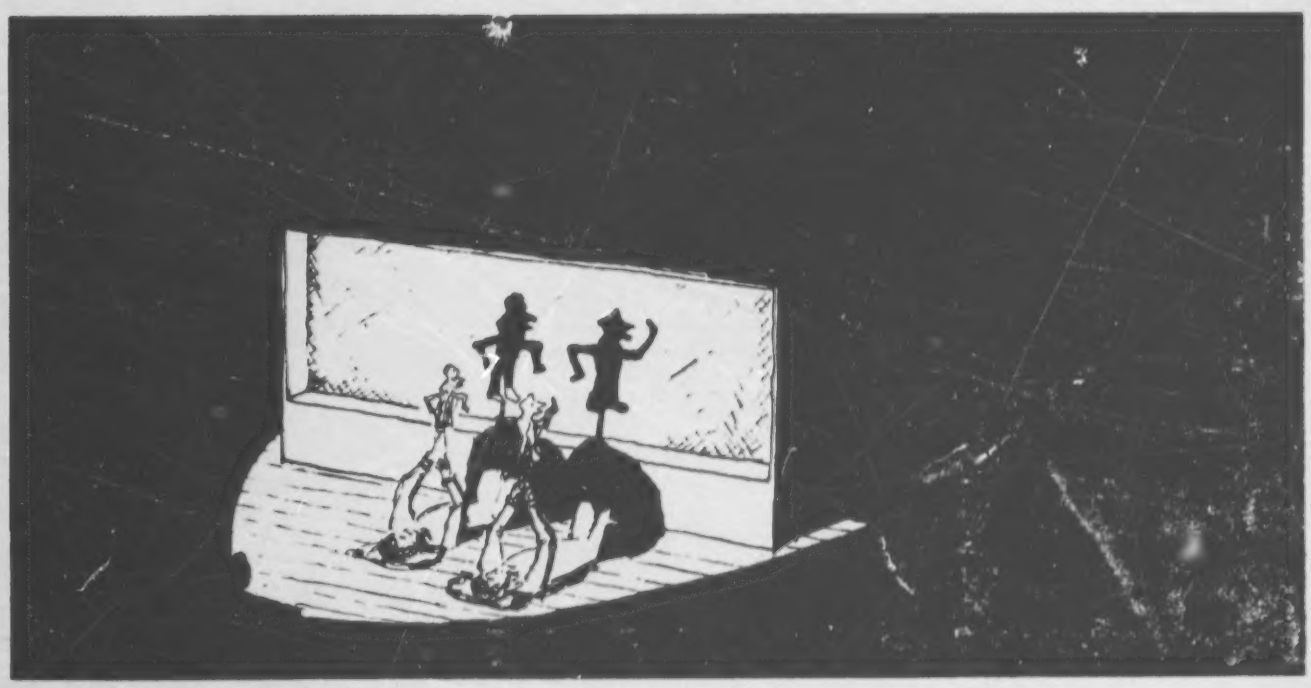
- Wyang Kullit Shadow Puppet Patterns -

INSTRUCTIONS

The Wyang Kullit puppets may be cut out or traced onto other material. A loosely tied thread can be used to fasten the puppet's arms to its body. Additional decorations can be cut from contrasting colored paper and attached to the puppet's body.

Each puppet requires three sticks, attached to the body and hands.

Shine light through and around puppets onto a screen so that shadows are cast by back lighting on the screen as in Wyang Kullit Theater shown below.



72

74

75

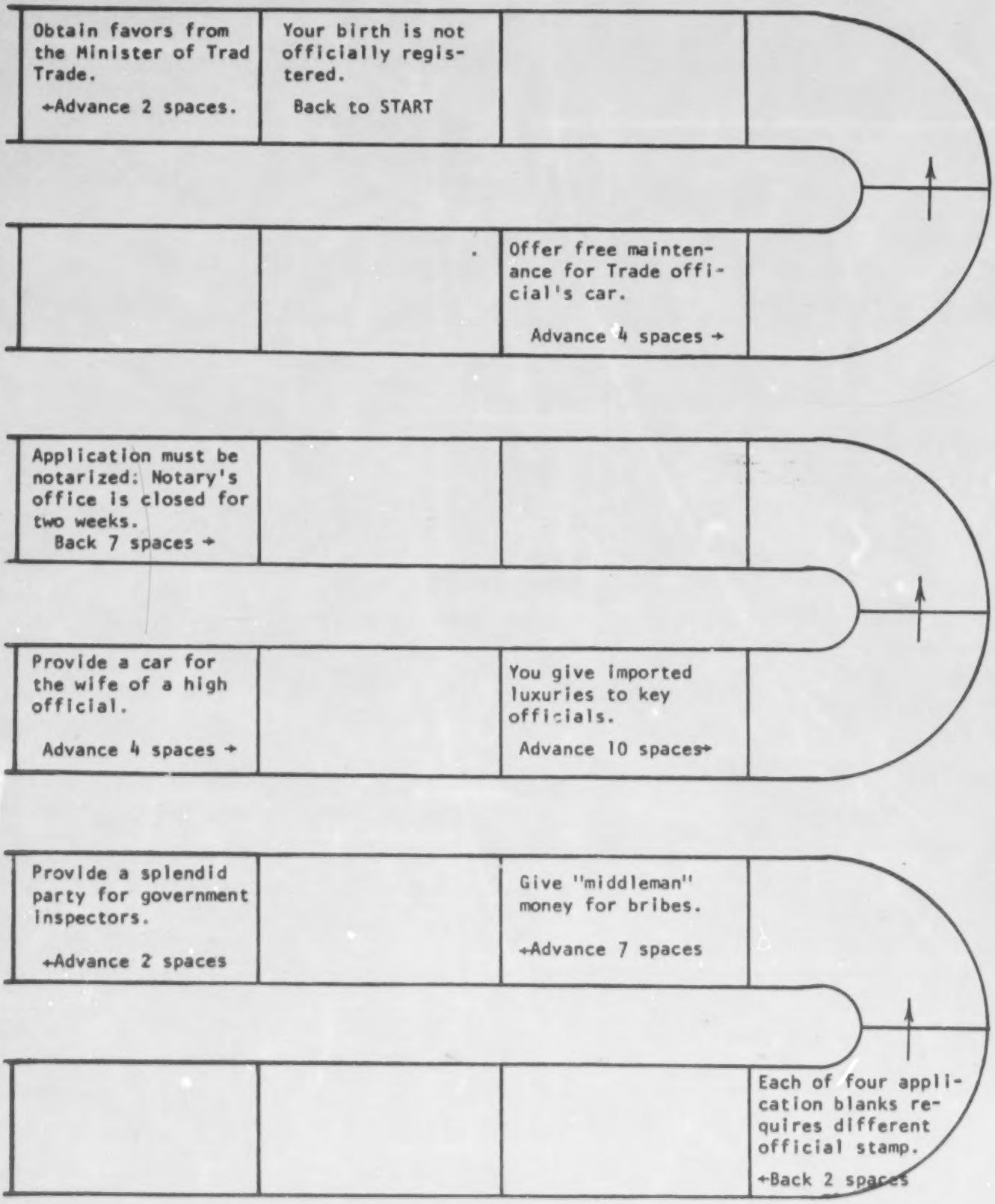
A-

LICENSE IS OBTAINED	You lack the correct change. Back one space→		
Application forms will be unavailable until next week. ←Back 7 spaces			New regulation announced today requires a certificate from Board of Health ←Back 1 space
Find a job for the Minister's nephew. ←Advance 4 spaces			License office closed for official holiday. Back 3 spaces→
		License office closed for unofficial holiday. ←Back 3 spaces	
			Applications must be submitted in triplicate. You have only two copies. Back 5 spaces→
START		The only clerk in the licensing office is not permitted to issue application forms. Back to START	Beach-house is loaned to high officials. Advance 5 spaces→

B-

(Tape together, matching at points A & B.)

-A (Tape together, matching at points A & B.)


Obtain favors from the Minister of Trad Trade.
←Advance 2 spaces.
Your birth is not officially registered.
Back to START
Offer free maintenance for Trade official's car.
Advance 4 spaces →
Application must be notarized: Notary's office is closed for two weeks.
Back 7 spaces →
Provide a car for the wife of a high official.
Advance 4 spaces →
You give imported luxuries to key officials.
Advance 10 spaces→
Provide a splendid party for government inspectors.
←Advance 2 spaces
Give "middleman" money for bribes.
←Advance 7 spaces
Each of four application blanks requires different official stamp.
←Back 2 spaces

-B

France	England	Holland	United States
Rubber Plantation	Oil Deposit	Coffee	England / France / Holland / United States
Rubber Plantation	Oil Deposit	Coffee	Tin Ore
Rubber Plantation	Offshore Oil	Tea	Tin Ore
Rubber Plantation	Offshore Oil	Tea	Mulberry Trees (Silkworms)
Rubber Plantation	Offshore Oil	Copper Deposit	Mulberry Trees (Silkworms)
Coconuts	Coconuts	Teak & other Timber	Teak & other Timber
Oil Palm Plantation	Salt-water Fishing Banks	Teak & other Timber	Poultry Farm
Oil Palm Plantation	Salt-water Fishing banks	Rice Farms	Rice Farms
Sugar Plantation	Iron Deposit	Large River	Large River
Sugar Plantation	Iron Deposit	Large River	Dairy Farm
France	England	Holland	United States

	Coffee Inspection and Curing Facilities	Oil Drilling Equipment	Latex Processing Plant
Tin Mine and Ore Concentrations	Coffee Inspection and Curing Facilities	Oil Drilling Equipment	Rubber Research Institute
Tin Mine and Oil Concentrations	Tea Inspection and Marketing Cooperative	Offshore Oil Drilling Equipment	Latex Processing Plant
Textile Mill (Silks and Blends)	Tea Inspection and Marketing Cooperative	Refineries for Crude Oil	Latex Processing Plant
Textile Mill (Silks and Blends)	Copper Smelting Plant	Refineries for Crude Oil	Tire Factory
Sawmills and Furniture Factory	Shipyards	Mill for Preparation of Copra (Coconut fiber)	Mill for Extracting Coconut Oil
Refrigerator Trucks and Poultry Marketing Agency	Shipyards	Fish Meal Fertilizer Plant	Mill for Extracting Oil from Palm Kernels
Irrigation Pumps for Ricefields	Automated Rice Huskers and Polishers	Refrigeration and Fish-packing Plant	Mill for Extracting Oil from Palm Kernels
Hydroelectric Power Plant	Hydroelectric Power Plant	Steel Mill	Sugar Refining Mills
Refrigeration Automatic Milking Machines	Recreation Area for International Tourists	Steel Mill	Sugar Refining Mills

Identification Cards: MINSTERS OF TRADE

Identification Card: MINISTER OF TRADE

PHILIPPINES

Unit of currency, peso (P)
P4 = US$1 (1970)

Trading Partners: U.S., Japan, Britain, Singapore Soviet Union, Australia

Total Value Exports: P3,752,000, $938,000--sugar, copra, rice, coconut oil, copper, forest products

Total Value Imports (1968): P4,470,000, $1,117,500--machinery, petroleum fuels, dairy products, cereal grains, base metals, military hardware

Identification Card: MINISTER OF TRADE

INDONESIA

Unit of currency, rupiah (Rp.)
Rp.414 = US $1 (1973)

Trading Partners: Japan, Singapore, Britain, China, U.S., Soviet Union

Total Value Exports: US$1,500,000,000--tin ore, rubber, coffee, tea, timber, batik (cloth)

Total Value Imports: US$1,500,000,000--manufactured products, transport equipment, rice and other food, military hardware

Identification Card: MINISTER OF TRADE

MALAYSIA

Unit of currency, Malaysian dollar (M$)
M$3.00-US$1 (Dec. 1968)

Trading Partners: Japan, Singapore, U.S., Britain, Soviet Union, China, Australia

Total Value Exports (1969): M$525,948,591, US$175,316,197--rubber, iron ore, timber, palm oil, tin metal

Total Value Imports: M$422,421,908, US$140,807,302--food & live animals, chemicals, petroleum fuels, industrial machinery, transport equipment, military hardware

Identification Card: MINISTER OF TRADE

LAOS

Unit of currency Kip (K.)
K.234 = US$1 (1/70)
(roughly 4K./dollar)

Trading Partners: U.S., Thailand, Japan, Indonesia

Total Value Exports (1970): K.1,638,000, US$410,000--green coffee, timber, tin

Total Value Imports: K.12,843,000, US$3,210,000--agricultural products, petroleum products, transport vehicles, military hardware

Identification Card: MINISTER OF TRADE

CAMBODIA

Unit of currency, riel
riel50 = US$1 (1/70)

Trading Partners: France, Britain, Hong Kong, Singapore

Total Value Exports: 6,250,000 riels (approx.), US$125,000--rice, rubber (France, main customer), corn

Total Value Imports: 20,000,000 riels (approx.), US$400,000--iron, steel, and other processed metals, machinery, motor vehicles, textiles, food products, military hardware

Identification Card: MINISTER OF TRADE

BRUNEI

Unit of currency, Brunei dollar (B$)
B$1 - US$.32
(roughly B$3=US$1)

Trading Partners: Japan, Britain, U.S., Malaysia

Total Value Exports (1969): B$270,139,966, US$90,046,655--oil, rubber, timber, sago (starch)

Total Value Imports (1969): B$221,112,473, US$73,704,158--manufactured products

Identification Card: MINISTER OF TRADE

THAILAND

Unit of currency, baht (B)
B21-US$1 (1971)

Trading Partners: Japan U.S., Britain, Malaysia, Hong Kong, West Germany

Total Value Exports (1969): B14,792,000, US$2,958,500--rice, rubber, teak, jute, tapioca, silk, corn

Total Value Imports (1969): B26,248,000, US$5,249,600--transport vehicles, iron and steel, petroleum fuels, industrial machinery, electrical appliances, military hardware

IDENTIFICATION CARDS: Trading Service Agents

Identification Card AGENT FOR SHIPPING	Identification Card AGENT FOR AIR FREIGHT
Identification Card BANKER	Identification Card AGENT FOR RAILWAY TRANSPORT
Identification Card BANKER	Identification Card TRUCKING AGENT

Identification Card

AGENT FOR INTERNATIONAL TRADE

Home base: JAPAN

Identification Card

AGENT FOR INTERNATIONAL TRADE

Home base: UNITED STATES

Identification Card

AGENT FOR INTERNATIONAL TRADE

Home base: SOVIET UNION

Identification Card

AGENT FOR INTERNATIONAL TRADE

Home base: GREAT BRITAIN

Identification Card

AGENT FOR INTERNATIONAL TRADE

Home base: CHINA

Identification Card

AGENT FOR INTERNATIONAL TRADE

Home base: WEST GERMANY

Identification Card

AGENT FOR INTERNATIONAL TRADE

Home base: FRANCE

Rice	Rice	Rice
Rubber	Rubber	Rubber
Teak and other Forest Products	Teak and Other Forest Products	Jute
Tapioca	Silk	Batik
Sugar	Copra	Copper
Coconut Oil	Crude Oil [Unrefined Petroleum]	Crude Oil [Unrefined Petroleum
Crude Oil [Unrefined Petroleum]	Crude Oil [Unrefined Petroleum]	Crude Oil [Unrefined Petroleum]
Tin Ore	Tin Ore	Tin [Processed]
Coffee	Coffee	Tea
Tea	Iron Ore	Iron Ore
Palm Oil	Fish	Corn

Printing Presses	Cereal Grains, mostly Wheat	Powdered Milk
Bulldozers	Rice	Powdered Eggs
Double-decker buses	Rice	SAM Missiles
Military Jets	Trucks	Wheat
Refined Petroleum	Diesel Locomotives 35 freight cars	7 Electric Light Bulbs (60 watt)
Refined Petroleum	Sheet Aluminum	Industrial Chemicals
Beef Cattle	Steel	Industrial Chemicals
Chickens	Industrial Machinery	4-Passenger Automobiles
Diverse Electrical Equipment	IBM 635 Computer	Minibuses
Diesel-powered Electrical Generators	Chickens	Chain Saws
Dairy Products	Frozen Lamb	50-Horsepower Outboard Motors

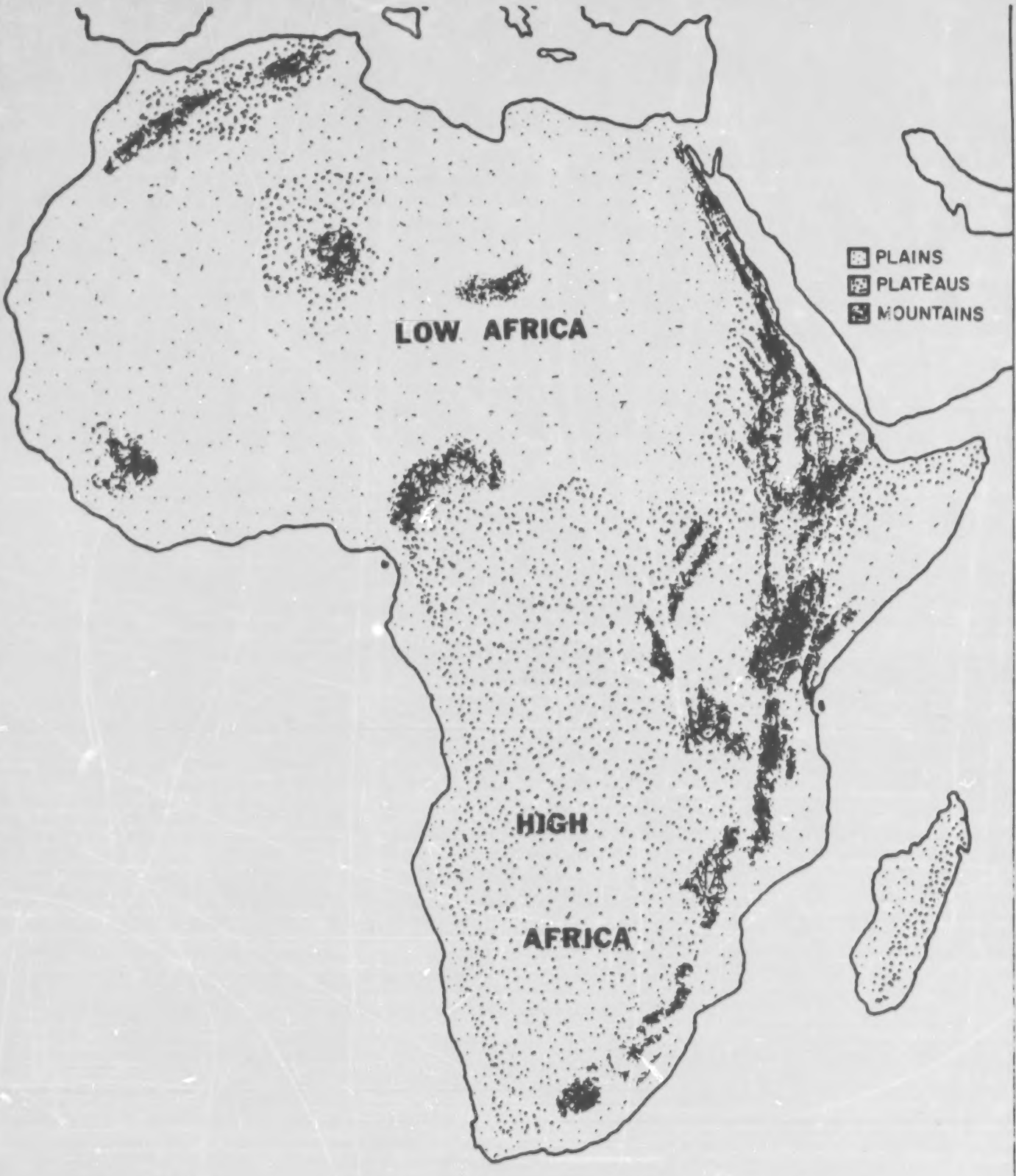
Irrigation Pumps	CONTRACTS (Cable Orders to International Agents)	Rice
Cable Order Ship immediately. 10,000 lbs. latex sheets. C.O.D. Le Havre, France. Locate good supplies copra and jute. Need 20,000 bales. Price and delivery negotiable.	**Cable Order** Sell 2 million gallons industrial chemicals. Return load, palm oil. C.O.D. Hamburg (or Copenhagen).	**Cable Order** Need urgent. Copper. Any quantity. Price negotiable. Same. High yield iron ore, tin. Interested in long term supplies.
Cable Order Silk, lowest price. C.O.D. New York, New Orleans, or San Francisco. Arrange return load to Hamburg or London on ship arriving Penang with industrial machinery.	**Cable Order** Negotiate sale of military hardware. Return shipment latex and/or processed tin. As soon as possible, 60,000 lbs. best latex sheets. Also 20,000 lbs. tea. C.O.D. Moscow	**Cable Order** For immediate use, 100,000 board feet high grade teak timber, average length 16 feet. Arrange transport soonest possible delivery Copenhagen or Hamburg.
Cable Order Immediate delivery, 100,000 barrels crude oil. Low sulfur Indonesian preferred. Payment on departure from port.	**Cable Order** Long term—delivery monthly for reshipment Singapore 50,000 lbs. latex sheets. Need high grade copper ore, delivery New York.	**Cable Order** Delivery urgent 1,000,000 barrels crude. Tokyo.
Cable Order Tin. 10,000 lbs. Delivery to Hong Kong, C.O.D. Rush. Best quality coffee beans. Best transport to Chicago.	**Cable Order** For delivery over next six months, 50,000 gallons coconut oil. Same, 50,000 lbs. tea, best quality. Price negotiable.	**Cable Order** Urgent delivery. 50,000 lbs. sugar C.O.D. Hong Kong for rail shipment interior. Include if possible up to 50,000 lbs. jute and copra.
Cable Order Rush. 3 million gallons crude oil. Cash on purchase. Delivery, Tokyo, Japan Need large quantity Thai silk. Price negotiable.	85	**Cable Order** Guaranteed monthly supply 10,000 lbs. coffee, 5,000 lbs. tea. Arrange shipment, London. Same, 50,000 gallons palm oil, rail and/or ship. Moscow.

Copper	PURCHASE ORDERS Ministry of Trade	Batik
Purchase Order 6 diesel trucks 4 bulldozers 16 city buses 2 printing presses	**Purchase Order** 50,000 bushels wheat 50,000 bushels rice 10,000 tons tapioca 10,000 bushels corn	**Purchase Order** 10,000 lbs. nylon filament machinery for 10 complete textile mills. 1,000,000 gallons refined petroleum (delivery over 12 months)
urchase Order 2,500 outboard motors 1,000 minibuses 100 light aircraft (for crop-dusting. As much rice as you can get.	**Purchase Order** Electrical wiring, light bulbs and copper fittings. Sheet Aluminum 50,000 gallons diesel fuel	**Purchase Order** 20,000 tons heavy construction steel. Diverse military weapons 30 dump trucks.
Purchase Order 50,000 bushels cereal grains (wheat preferred) 25,000 pounds dehydrated dairy products	**Purchase Order** 12 aircraft (battleworthy military surplus) 100,000 gallons aviation fuel. 100,000 gallons gasoline	**Purchase Order** 3 diesel-powered electrical generators 50,000 bushels rice Foodstuffs (meat, poultry, fish)
urchase Order 50,000 beef cattle, delivery over 6-month period 100,000 chickens, live or frozen— total delivery 6 months.	**Purchase Order** 1 computer Industrial chemicals 10 Mercedes-Benz limosines. 10,000 chain saws	**Purchase Order** 50,000 lbs. dehydrated milk solids. 100 outboard motors 165 automobiles for government use.
urchase Order 2 diesel locomotives 35 freight cars Preformed steel bridge spans		**Purchase Order** 20,000 tons sheet aluminum. 60,000 transistor radios. 100,000 irrigation pumps. 1,000,000 barrels refined petroleum

TEMPORARY VISAS
Travel Permits (2/agent)

Temporary Visa Good for **one** entry THAILAND	**Temporary Visa** Good for **one** entry THAILAND	**Temporary Visa** Good for **one** entry THAILAND	**Temporary Visa** Good for **one** entry BRUNEI
Temporary Visa Good for **one** entry BRUNEI	**Temporary Visa** Good for **one** entry BRUNEI	**Temporary Visa** Good for **one** entry CAMBODIA	**Temporary Visa** Good for **one** entry CAMBODIA
Temporary Visa Good for **one** entry CAMBODIA	**Temporary Visa** Good for **one** entry LAOS	**Temporary Visa** Good for **one** entry LAOS	**Temporary Visa** Good for **one** entry LAOS
Temporary Visa Good for **two** entries PHILIPPINES	**Temporary Visa** Good for **two** entries PHILIPPINES	**Temporary Visa** Good for **two** entries PHILIPPINES	**Temporary Visa** Good for **two** entries INDONESIA
Temporary Visa Good for **two** entries INDONESIA	**Temporary Visa** Good for **two** entries INDONESIA	**Temporary Visa** Good for **two** entries MALAYSIA	**Temporary Visa** Good for **two** entries MALAYSIA
Temporary Visa Good for **two** entries MALAYSIA	**Temporary Visa** Good for **one** entry SINGAPORE	**Temporary Visa** Good for **one** entry SINGAPORE	**Temporary Visa** Good for **one** entry SINGAPORE
Temporary Visa Good for **one** entry SINGAPORE	**Temporary Visa** Good for **two** entries SINGAPORE	**Temporary Visa** Good for **two** entries SINGAPORE	**Temporary Visa** Good for **two** entries SINGAPORE

HANDOUTS: AFRICA



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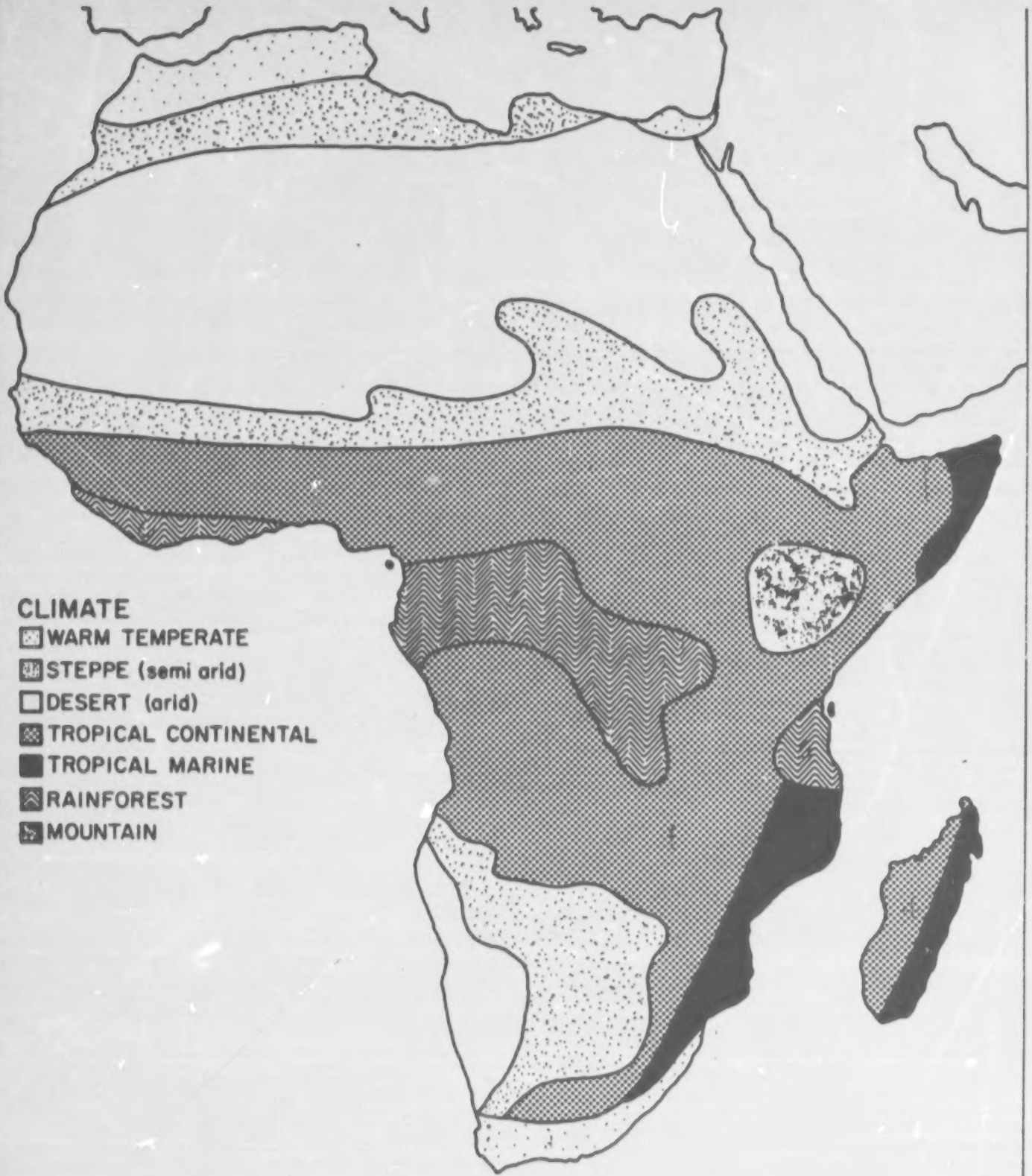
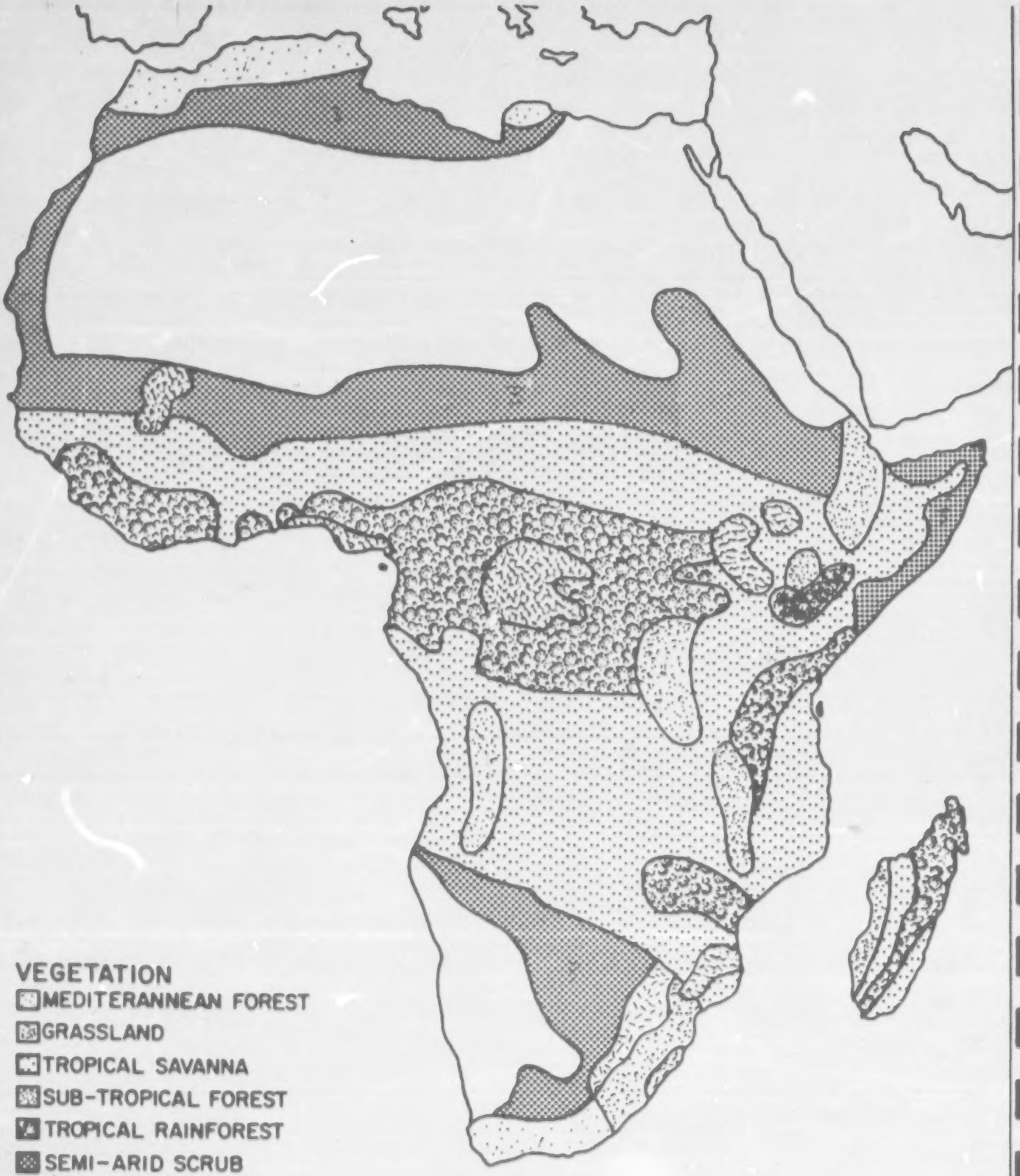
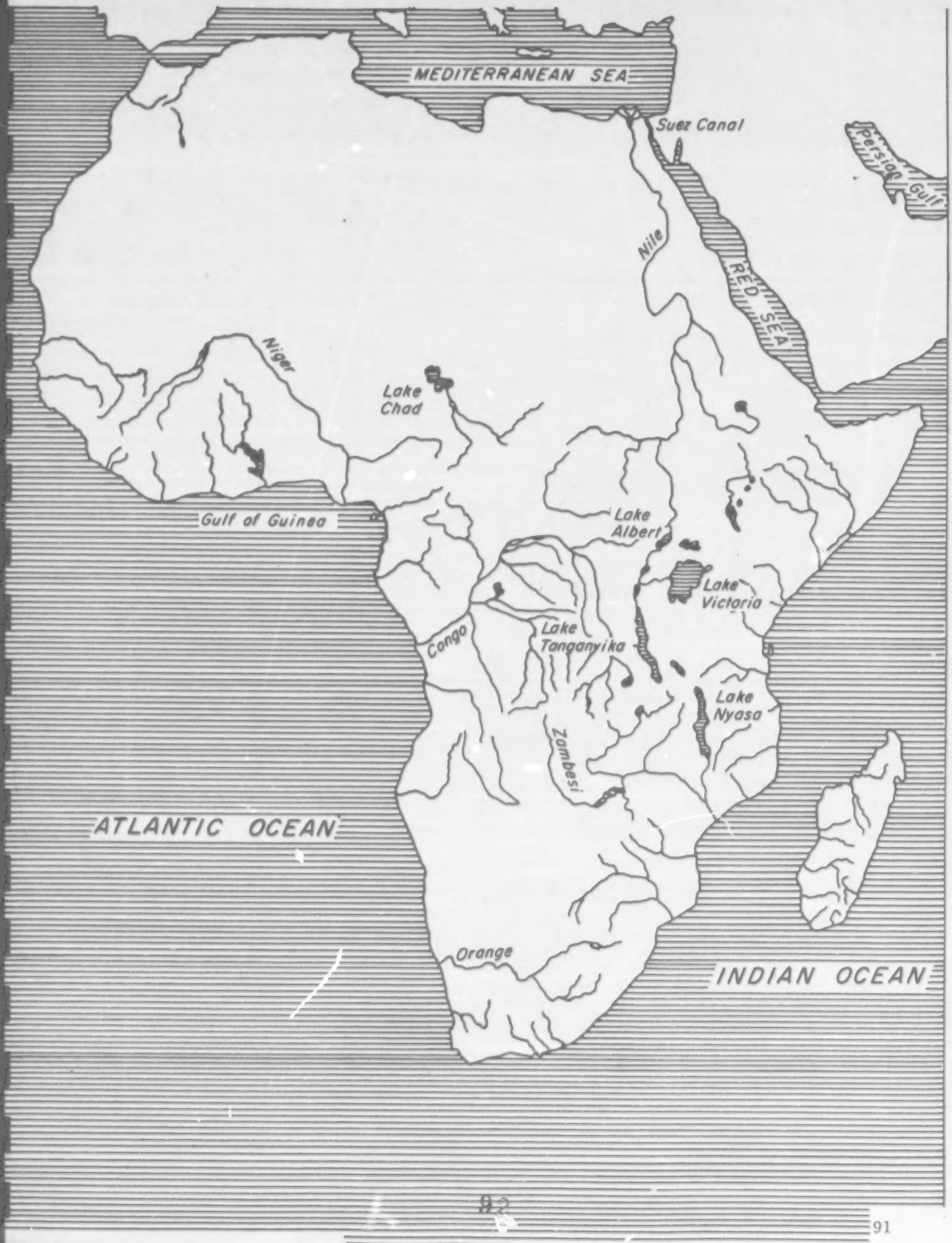
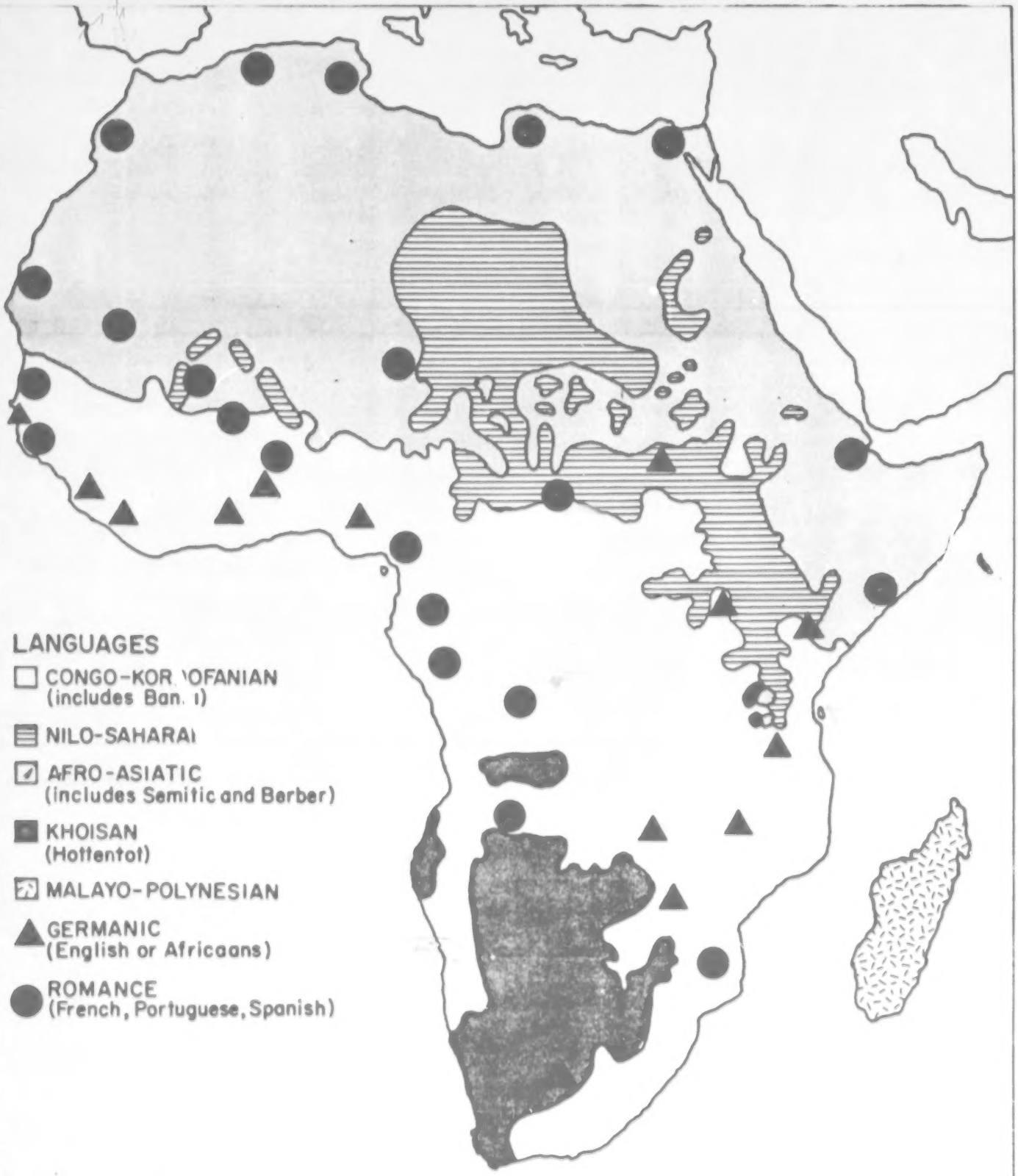

CLIMATE
WARM TEMPERATE
STEPPE (semi arid)
DESERT (arid)
TROPICAL CONTINENTAL
TROPICAL MARINE
RAINFOREST
MOUNTAIN


VEGETATION
MEDITERANNEAN FOREST
GRASSLAND
TROPICAL SAVANNA
SUB-TROPICAL FOREST
TROPICAL RAINFOREST
SEMI-ARID SCRUB
DESERT SCRUB
HIGH MOUNTAIN GROWTH
MARSHLAND

91

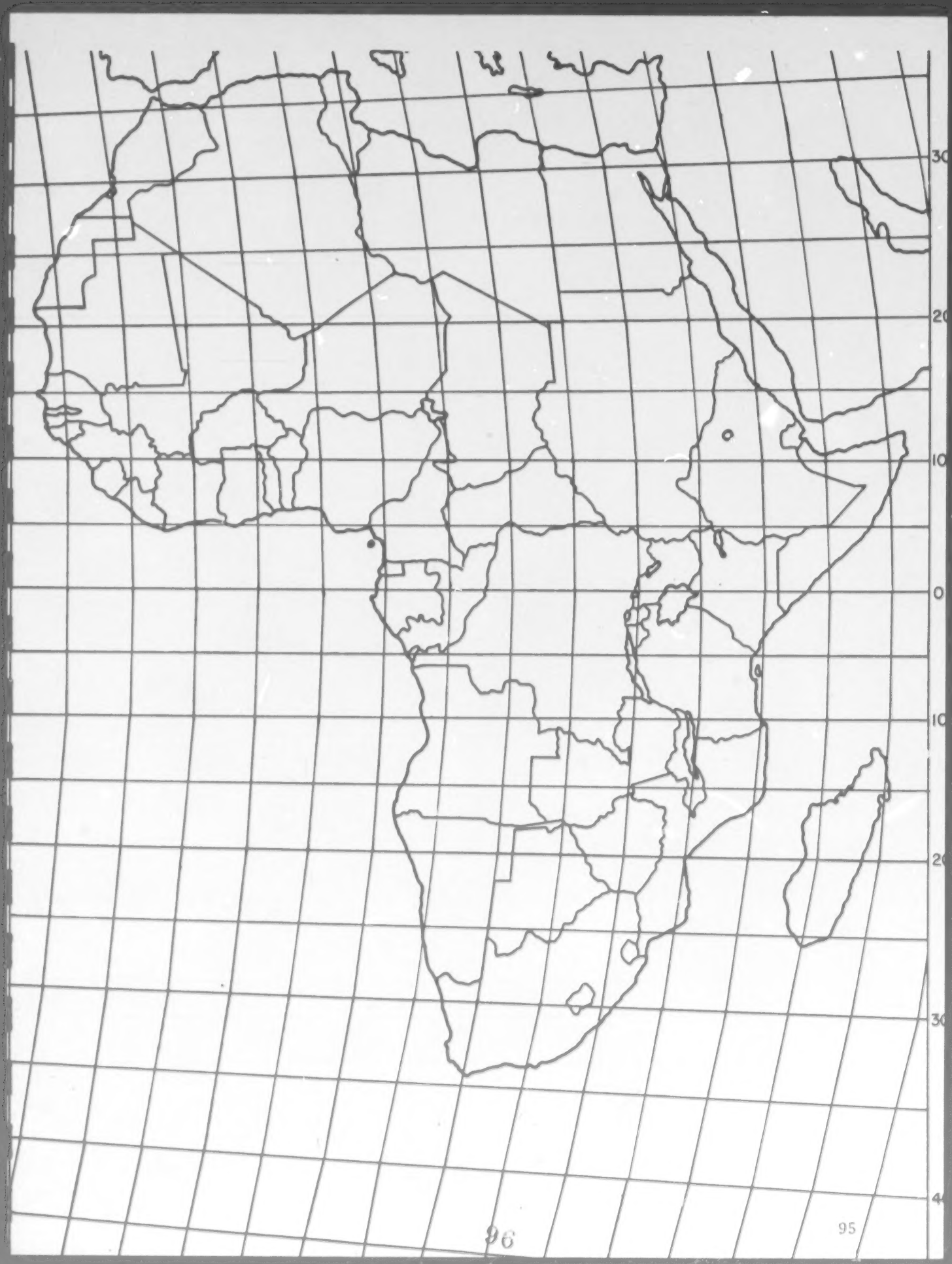

MEDITERRANEAN SEA
Suez Canal
Persian Gulf
Nile
RED SEA
Niger
Lake Chad
Gulf of Guinea
Lake Albert
Lake Victoria
Congo
Lake Tanganyika
Lake Nyasa
Zambesi
ATLANTIC OCEAN
Orange
INDIAN OCEAN

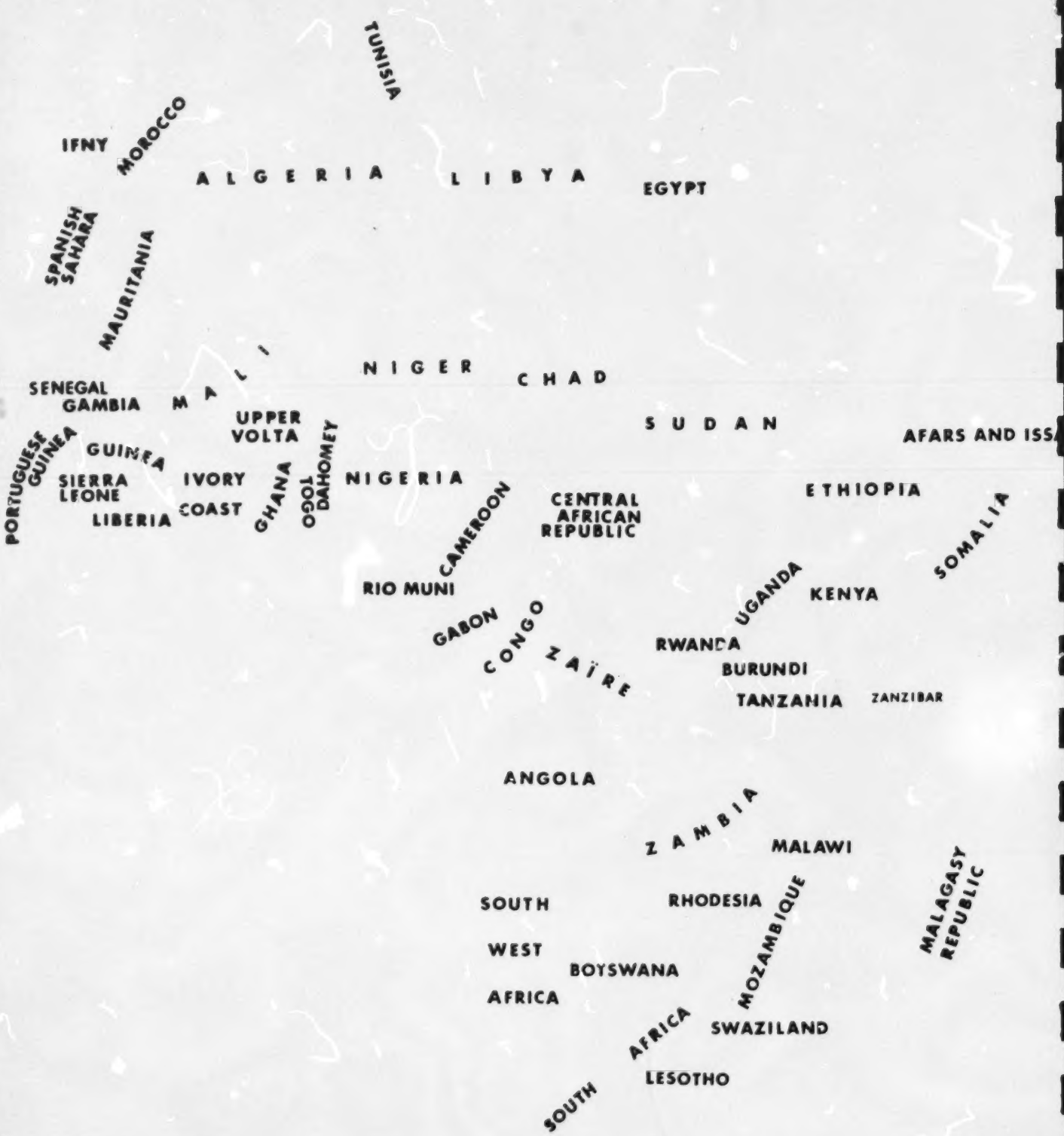
INHABITANTS PER SQUARE MILE
UNDER 2
2–60
60–250
OVER 250
0
500
MILES


LANGUAGES
CONGO-KORDOFANIAN
(includes Ban. I)
NILO-SAHARAI
AFRO-ASIATIC
(includes Semitic and Berber)
KHOISAN
(Hottentot)
MALAYO-POLYNESIAN
GERMANIC
(English or Africaans)
ROMANCE
(French, Portuguese, Spanish)

9.

Tunis
Algiers
Tangier
Rabat
Casablanca
Tripoli
Cairo
Sidi Ifni
Nouakchott
Dakar
Khartoum
Asmara
Bamako
Kano
Fort Lamy
Addis Ababa
Freetown
Monrovia
Lagos
Abidjan
Accra
Douala
Mogadishu
Entebbe
Nairobi
Brazzaville
Kinshasa
Dar es Salaam
Luanda
Lubumbashi
Lusaka
Salisbury
Johannesburg
Durban
Cape Town


30
20
10
0
10
20
30
40


TUNISIA
IFNY
MOROCCO
ALGERIA
LIBYA
EGYPT
SPANISH SAHARA
MAURITANIA
MALI
NIGER
CHAD
SENEGAL
GAMBIA
UPPER VOLTA
SUDAN
AFARS AND ISS
PORTUGUESE GUINEA
GUINEA
SIERRA LEONE
IVORY COAST
GHANA
TOGO
DAHOMEY
NIGERIA
ETHIOPIA
LIBERIA
CAMEROON
CENTRAL AFRICAN REPUBLIC
SOMALIA
RIO MUNI
UGANDA
KENYA
GABON
CONGO
ZAÏRE
RWANDA
BURUNDI
TANZANIA
ZANZIBAR
ANGOLA
ZAMBIA
MALAWI
SOUTH WEST AFRICA
RHODESIA
MOZAMBIQUE
MALAGASY REPUBLIC
BOYSWANA
SWAZILAND
SOUTH AFRICA
LESOTHO

WHO RULES ?
BLACK AFRICANS*
WHITE MINORITIES
NORTH AFRICANS
* Including Ethiopians and Malagasy

WHAT DO YOU KNOW ABOUT AFRICA?

Concentrate on the outline map shown below. Sketch in as many natural features and label as many political boundaries as you can. Around the outside write ten statements you believe to be true about Africa in general. You can make statements about African societies, cultures, living standards, population patterns, geography, climates, politics, and economics.

MY AFRICA: AN ESSAY

What do you think of when you hear the word *Africa?*

Do you like Africa and Africans?

Would you like to live in Africa?

What do you think Africa would be like if you went there?

How do you think the African experience differs from your own?

What most excites you about Africa and Africans?

The space below is provided for your essay in answer to these questions.

MY AFRICA

A-

Press coverage more critical. An airlift is planed to distribute food in remote areas.	Scene 9	Fuel costs have increased. Appeals for special treatment and reduced rates are ignored.	The rainy season arrived--three separate days of torrential rains. Most of the rain failed to penetrate the dry surface, but bridges were destroyed.
Scene 8	Rumors spread about corruption. The government is under pressure. A black market in relief supplies is growing.	Relief supplies, including perishable commodities, are stock-piling on the coast. Internal transportation is inadequate.	Scene 7
START Read Scene 1	Rainfall is 25% above average. Seeds are rotting in the ground. Fertilizers are in short supply.	Scene 2	Livestock herds have increased 30% in 5 years. The desert is advancing 20 miles a year.

B-

(Tape together, matching at points A and B.)

-A

The economy is wrecked. Experts predict a long period of recuperation. You are dependent on outsiders for survival. The people are despondent.	Scene 10	FUTURE	

Tails Scene 6 Heads	The government appealed for help. Many nations have pledged assistance. There is no system for distributing relief supplies.	Scene 5	Driving from the capital, the way was blocked frequently by dead animals.
Tails Scene 3 Heads	The government and the World Health Organization have inoculated one million people against smallpox.	The government's five-year development program has irrigated another 70,000 acres.	Scene 4

-B

GOLD: 100 Ounces	GOLD CERTIFICATES	
GOLD: 100 Ounces	GOLD: 100 Ounces	GOLD: 100 Ounces
GOLD: 100 Ounces	GOLD: 100 Ounces	GOLD: 100 Ounces
GOLD: 100 Ounces	GOLD: 100 Ounces	GOLD: 100 Ounces
GOLD: 100 Ounces	GOLD: 100 Ounces	GOLD: 100 Ounces
GOLD: 100 Ounces	GOLD: 100 Ounces	GOLD: 100 Ounces
GOLD: 100 Ounces	GOLD: 100 Ounces	GOLD: 100 Ounces
GOLD: 100 Ounces	GOLD: 100 Ounces	GOLD: 100 Ounces
GOLD: 100 Ounces	GOLD: 100 Ounces	GOLD: 100 Ounces
GOLD: 100 Ounces	GOLD: 100 Ounces	GOLD: 100 Ounces
GOLD: 00 Ounces	GOLD: 100 Ounces	GOLD: 100 Ounces
GOLD: 100 Ounces	GOLD: 100 Ounces	GOLD: 100 Ounces
GOLD: 100 Ounces	GOLD: 100 Ounces	GOLD: 100 Ounces

HANDOUTS: URBANIZATION

MODERNIZATION SUGGESTIONS FOR NABRU - WORLD CITY: PEOPLE

Provide factory for 100 workers	Provide entertainment complex for 1,000 people
Provide temporary shelter for 100 tourists	Provide commercial area for 1,000 businesses of all types
Provide restaurant for 100 people	Provide health-care center for 100 people on welfare
Provide shelter for 1,000 low-income seasonal migrants	Provide recreation areas for 1,000 residents of low-income housing
Provide shelter for 1,000 low-income permanent migrants	Provide recreation areas for 1,000 residents of middle- and high-income housing
Provide day care center for 50 children	Provide detention facilities for 100 who have been accused of lawbreaking
Provide shopping facilities for 1,000 middle-income people	Provide hospital facilities for 1,000 people of all income levels
Provide factory for 500 workers	Provide convention facilities for 500 visitors
Provide shelter for 10 middle-income families moving from low-income housing	Provide shelter for 100 elderly and/or disabled people

MODERNIZATION SUGGESTIONS FOR NABRU - WORLD CITY: STRUCTURES

Locate and build a sewage treatment plant	Locate and build a subway system
Locate and build an elementary school	Locate and build a slaughterhouse
Locate and build a secondary school	Locate and build a large farmers' market
Locate and build a college	Locate and build a religious center
Locate and build a police station	Locate and build 10,000 low-income housing units
Locate and build a hospital	Locate and build 5,000 middle-income housing units
Locate and build a railroad terminal	Locate and build 1,000 high-income housing units
Locate and build a bus terminal	Locate and build a high-rise office building
Locate and build an airport	Locate and build a shopping area
Locate and build a subway system	Locate and build an entertainment/recreation center

MODERNIZATION SUGGESTIONS FOR NABRU - WORLD CITY: PROGRAMS

Provide primary school education for 1,000 young people	Provide health checkups at public expense for 1,000 people
Provide primary school education for 1,000 young people	Provide 100 public jobs in transportation
Provide high school education for 1,000 young people (6-18)	Provide 100 administrative jobs in public offices
Provide college education for 500 recent high school graduates (ages 18-22)	Provide 1,000 jobs in private industry
Provide college education for 100 young adults (ages 21-30)	Provide 100 jobs in retail sales
Provide job retraining for 100 unskilled and semiskilled workers	Provide 10 jobs in education
Provide job retraining for skilled workers who are victims of automation	Provide 10 jobs in television, radio broadcasting, and newspapers
Provide job retraining for management-level executives (ages 40-65)	Provide a public festival with musical entertainment
Provide low cost basic foods for 1,000 people who are on welfare	Provide police protection for 1,000 citizens